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ABSTRACT

This manual was developed with two specific purposes in mind: (1) To present in some detail, information about cooperative education which should serve as a functional guide to those individuals who contemplate becoming a coordinator of cooperative education, and (2) To stimulate the development of more effective coordination techniques by coordinators already engaged in the placement, counseling, and guidance of cooperative education students. Divided into nine chapters, the guide discusses: (1) the rationale of cooperative education, (2) the role of the coordinator, (3) the basic tools used in coordination, (4) strategies for obtaining cooperative jobs, (5) means of preparing students for placement, (6) the placement process, (7) how to conduct a follow-up after placement, (8) strategies for handling student problems, and (9) ingredients of a good training and professional development program. Several calendar designs and a variety of useful report forms are appended as well as selected readings in the field. (Author/SN)

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A MANUAL
for
COORDINATORS
of
COOPERATIVE EDUCATION

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and Director of Training
Division of Cooperative Education

VT 020 106

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DEDICATION

To my wife, RITA
and to my children,
CAROL and DIANE
with sincerest appreciation
for their patience and
understanding during the
writing of this manual.

PREFACE: ABOUT THIS MANUAL

The primary purpose of this manual is to present in some detail information about cooperative education which should serve as a functional guide to those individuals who contemplate becoming a Coordinator of Cooperative Education. To those seasoned faculty coordinators already engaged in the placement, counseling, and guidance of cooperative education students, this manual should serve to stimulate more effective techniques of coordination in order to enhance optimum coordination for results.

Preparation of this revised edition of the manual is prompted by the following encouraging factors: (1) The original manual which was so successful, (2) The present rapid increase in the number of post-secondary institutions throughout the country offering cooperative education programs, and (3) The increasing volume of inquiries from educational institutions and other organizations for information about cooperative education.

While clarity of concepts is necessary, the author has not been concerned in this manual with quibbles over terminology regarding the nature and scope of cooperative education. His more immediate concern has been to describe and to suggest some techniques of coordination pursuant to the operation and administration of a cooperative education program. It should be clearly understood that each cooperative institution must tailor-make its own program in accordance with its own particular needs.

The coordinator will find his job to consist of much more than merely sending students out on job assignments, particularly if the students are uncertain about their vocational objectives. He will find himself involved in evaluating student needs and qualifications; disseminating occupational and educational information; conducting interviewing and counseling sessions regarding vocational, educational, and personal problems; locating and soliciting suitable cooperative assignments; planning and conducting follow-up placement activities; and analyzing and evaluating cooperative education information for record-keeping purposes.

Since the coordinator wears many hats, the author has divided this manual into nine chapters which describe the rationale of cooperative education with special emphasis on the specifics of the multifaceted functions of coordination. It should be clearly emphasized that no one chapter is more important than another, and that each chapter, in turn, must be considered as an integral part of the total role of the coordinator.

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C.F.S., Jr.

TABLE OF CONTENTS

CHAPTER | PAGE

PREFACE: ABOUT THIS MANUAL

I THE RATIONALE OF COOPERATIVE EDUCATION

What Is the Cooperative Plan? 1
How Does the Cooperative Plan Operate? 7
Why Choose the Cooperative Plan? 10

II THE ROLE OF THE COORDINATOR

The Coordinator and His Job 14
Coordination for Results 17

III BASIC TOOLS USED IN COORDINATION

Use of the Interview 24
Use of Psychological Tests 29
Use of Records 31
Use of Occupational Information 33
Use of School and Community Resources 33

IV OBTAINING COOPERATIVE JOBS

The Coordinator's Initiative 34
The Employer's Initiative 41

V PREPARATION FOR PLACEMENT

Group Orientation Program 43
Preliminary Interview with Students 51
Making Division Assignments 52

VI THE PLACEMENT PROCESS: SELECTION, PLACEMENT AND VERIFICATION

Selection of Students 54
Placement of Students 57
Verification of Student Referrals 59

VII FOLLOW-UP AFTER PLACEMENT

Supervision of Cooperative Employment 61
Follow-up Procedures 65

VIII HANDLING STUDENT PROBLEMS

Nature and Scope of Counseling 70
Techniques of Counseling 72
Counseling Special "Co-op" Placement Problems 75
Handling "Co-op" Student Complaints 81

IX TRAINING AND PROFESSIONAL DEVELOPMENT

Need for Training 84
Type of Training 84
Sources of Training 88
Setting the Stage 89

APPENDICES 90

Appendix A Types of Calendar Design 92-93

Appendix B Record and Report Forms 94-117

BIBLIOGRAPHY

Selected Readings in Cooperative Education 118
Selected Related Reading 120

CHAPTER I

THE RATIONALE OF COOPERATIVE EDUCATION

The Coordinator is the vital key to the successful operation and administration of the cooperative education program. To perform his multifaceted functions more effectively, he needs to thoroughly understand the nature and scope of the cooperative plan of education.

WHAT IS THE COOPERATIVE PLAN?

Definition - COOPERATIVE EDUCATION IS A UNIQUE PLAN OF EDUCATIONAL ENRICHMENT DESIGNED TO ENHANCE SELF-REALIZATION AND DIRECTION BY MEANS OF INTEGRATING CLASSROOM STUDY WITH PLANNED AND SUPERVISED PRACTICAL EXPERIENCE IN EDUCATIONAL, VOCATIONAL, OR CULTURAL LEARNING SITUATIONS OUTSIDE OF THE FORMAL CLASSROOM ENVIRONMENT.

The basic principle of cooperative education is that optimum individual development is best achieved by an educational method which combines classroom learning with periodic intervals of planned and supervised practical experience away from the academic community. Learning does not confine itself to only academic mastery. A student's attitudes, interests, values, and motives are equally dependent upon practical experience and traditional learning.

The Role of Practical Experience - Practical experience in cooperative education is usually in the form of paid employment in industrial, business, government, or service-type work situations. This means that supervised employment in the occupational field for which a student is preparing enhances comprehensive learning and vocational adaptation. In addition to the usual classroom and laboratory exercises, the cooperative plan provides planned and supervised learning situations in the work world which enable the student to become better acquainted with both theory and practice.

The cooperative plan, with its process of integrating classroom study and practical experience, promotes better preparation for effective living in an adult-oriented world because it provides students with meaningful interaction with the total environment. This planned and supervised interaction with both the academic environment and the work environment provides reality and relevancy to education. In effect, this system of education can be considered as a process of reinforced learning to develop the "whole man," because it bridges the gap between classroom study and what a student needs to know to become productive in a creative sense on a specific cooperative job in a particular occupational field.

There is no basic difference between a cooperative program of education and a conventional type program in terms of academic requirements and course content. However, there are two basic requirements which must be followed pursuant to the role of practical experience in the cooperative program:

1. Operational Factors - The practical experience must be considered as an integral part of the educational process. There must be certain minimum standards of performance included in the requirements of the institution for graduation. The institution must assume the responsibility for integrating the periods of practical experience into the regular educational program.[1]

2. Emphasis on Educational Values - Educational values must be paramount considerations in the cooperative placement of students in order to facilitate the effective integration of cooperative employment and classroom study. The practical experience should be concerned with a socially desirable activity; and it should be realistic, productive, and progressive in responsibility.

Historical Background - Cooperative education was founded in the United States at the University of Cincinnati in 1906 through the pioneering efforts and leadership of an engineering faculty member (later dean) named Herman Schneider.

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[1] James W. Wilson and Edward H. Lyons, Work-Study College Programs: Appraisal and Report of the Study of Cooperative Education, New York: Harper & Brothers, 1961, p. 19.

This new and distinctly American system of education was initially a program for the education of engineers in which students alternated equal periods between classroom instruction (theory) and industrial, business, or governmental employment (practice) under the direct supervision of the engineering college. It was called the "Cooperative Plan of Education," or more familiarly, the "Co-op Plan;" because it required the cooperation of both educators and employers to form a comprehensive educational program which would successfully bridge the gap between the academic environment and the work environment.

The cooperative plan evolved from two basic observations about education made by Professor Schneider from his own practical engineering and teaching experience:

1. Classroom education can never hope to teach all the elements of knowledge required for a successful career in any profession. Practical on-the-job experience with successful professionals in the field is a necessary supplement to classroom instruction.

2. Since the high cost of education is a paramount problem in this country, most students must work part-time while attending classes in order to earn a portion of the cost of their college education. With very few exceptions, these part-time jobs are not related to their career objectives and have little transfer value to the educational program of the students.

The following educational institutions subsequently adopted the cooperative plan of education shortly after its successful inception at the University of Cincinnati: Northeastern University, Boston, Massachusetts, the largest cooperative education institution in the United States (1909); University of Detroit, Detroit, Michigan (1911); Georgia Institute of Technology, Atlanta, Georgia (1912); University of Akron, Akron, Ohio (1914); Drexel Institute of Technology, Philadelphia, Pennsylvania (1919); Massachusetts Institute of Technology, Cambridge, Massachusetts (1919); Antioch College, Yellow Springs, Ohio, the first Liberal Arts College to adopt the cooperative plan (1921); and Cleveland State University, formerly Fenn College (1923).

Growth and Development - The following table indicates that the cooperative education movement in the United States can be divided into three distinct periods of growth.[1]

1906 - 1942	20 institutions in 36 years
1943 - 1962	50 institutions in 20 years
1963 - 1970	108 institutions in 8 years

The first period, which began with its inauguration date in 1906 and ended with the beginning of World War II in 1942, produced a moderate but steady increase in the number of cooperative institutions. Even the depression years of the early 1930's failed to halt the rising growth of participating educational institutions.

The second period of growth began immediately following the war in 1946 and continued until the early 1960's. It must be noted, however, that during the period 1942 to 1946, many institutions were forced to temporarily suspend their cooperative programs in favor of emergency acceleration of conventional academic programs.

During this second growth period, there was a more rapid increase in the number of institutions offering cooperative programs. This was primarily due to an increasing number of two-year institutes offering non-degree programs in various technical and business fields on the cooperative plan. In addition, the cooperative plan was finding increasing favor in more junior colleges and community colleges offering either transfer or terminal associate degree programs.

The impetus for the third, and present stage of growth and development, was provided by the establishment of the National Commission for Cooperative Education in 1963. Because of missionary zeal of this non-profit organization to promote the expansion of cooperative education throughout the country, the number of participating cooperative institutions practically doubled between 1963 and 1968. By early 1970, there was a total of 178 cooperative post-secondary institutions throughout the United States and Canada.

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[1] Collins, Stewart B.. Philosophy and Operation of Cooperative Education: A Directory of Participating Colleges in the United States and Canada. Cooperative Education Association, Drexel University, Philadelphia, Pennsylvania 19104, 1970. (See "Introduction")

It should be pointed out that others have also contributed immeasurably to the present expansion of the cooperative education movement by providing either consulting assistance or financial support to educational institutions interested in exploring, establishing, or expanding cooperative education programs. These include: the Center for Cooperative Education at Northeastern University (1965); other leading cooperative institutions with well-established programs, the Ford Foundation's Fund for Advancement of Education; the U. S. Office of Education, Bureau of Higher Education, Division of College Support; the Cooperative Education Association (CEA) and the Cooperative Education Division (CED) of the American Society of Engineering Education; and more recently the establishment of regional cooperative education centers at the University of South Florida (1969), Virginia Polytechnic Institute (1969), and the University of Detroit (1969).

Present Status – Present indications are that cooperative education will continue to play an important role in the expansion of higher education in this country. In this age of automation and scientific and technological innovation, post-secondary education is a necessity for employment. The complexities of modern industry and business make it virtually impossible for the student to visualize his vocational role in life. The cooperative plan offers more opportunity for students to gain an understanding of the world of work than any other system of education, because it helps to orient students to the work world by providing a solid foundation for career planning and vocational guidance through their cooperative employment.

Cooperative education is also making a most significant impact on higher education today because it is providing solutions to some of its more pressing problems pertaining to economically and socially underprivileged groups in our country. Following is an excerpt from a pamphlet entitled "Cooperative Education and the Community Colleges in New Jersey" by Roy L. Wooldridge regarding this problem area.

> "Institutions with cooperative education programs introduce a number of social and economic values into the communities in which they are located. From the community's point of view, this produces significant returns on a number of levels: (1) it begins to introduce cultural nourishment in the culturally deprived segment of the population; (2) it upgrades the training and skills of future adults who would otherwise have limited capacities as employees and wage earners; (3) it also lessens the sense of isolation of culturally deprived families from the mainstream of community life."[1]

Cooperative education opens a whole gamut of potential programs at all levels of post-secondary education. In fact, one of its basic strengths is the diversity and flexibility of programs offered. Today, cooperative programs have been developed in virtually all professional fields of specialization. These include: engineering and technology, business administration, arts and sciences, education, law, physical education, physical therapy, pharmacy, nursing, medical technology, criminal justice, architecture, advertising design, industrial design, community planning, and home economics. This means that cooperative student employment includes both specialized job opportunities in practically all professional fields as well as career orientation and development in business, industry, government agencies, or service-type work situations.

The scope of cooperative education also includes graduate cooperative programs in various professional fields. Following are six institutions presently conducting undergraduate cooperative programs which have extended the cooperative system to include graduate-study programs: Northeastern University, Boston, Massachusetts; University of Cincinnati, Cincinnati, Ohio;

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[1] Roy L. Wooldridge, "Cooperative Education and the Community Colleges in New Jersey," A Supplementary Report Prepared for the Governor's Committee on New Jersey Higher Education, published by the National Commission for Cooperative Education, N. Y., N. Y., 1966, p. 8

Drexel Institute of Technology, Philadelphia, Pennsylvania; University of Detroit, Detroit, Michigan; Pratt Institute, Brooklyn, New York; and Virginia Polytechnic Institute, Blacksburg, Virginia.

HOW DOES THE COOPERATIVE PLAN OPERATE?

BASICALLY, THE COOPERATIVE PLAN OPERATES AS FOLLOWS: A FULL-TIME JOB IS OBTAINED BY THE COOPERATIVE INSTITUTION IN AN INDUSTRIAL CONCERN, BUSINESS FIRM, GOVERNMENT AGENCY, OR SERVICE-TYPE ORGANIZATION. THIS ASSIGNMENT IS USUALLY SHARED BY A "PAIR OF STUDENTS," OR "TWO-MAN TEAM" ON AN ALTERNATING BASIS. WHILE ONE STUDENT IS WORKING ON THE JOB, HIS PARTNER (ALTERNATE) IS ATTENDING CLASSES. AT THE END OF A SPECIFIED PERIOD OF TIME, THE STUDENTS CHANGE PLACES. THIS PERMITS THE COOPERATIVE ASSIGNMENT TO BE COVERED THE YEAR ROUND BY A PAIR OF STUDENTS.

Although most cooperative institutions employ the "two-man team" system, it is important to note that this procedure is not a fundamental principle of the cooperative plan. The essential feature is not the pairing of students on cooperative assignments, but the alternation between regularly scheduled periods of off-campus employment and regularly scheduled periods of classroom study at the college. This type of alternation pattern provides students with a better opportunity for career planning because they do not have to serve two masters (work and study) at the same time.

Basic Administrative and Operating Requirements - A successful cooperative program of education is dependent upon the fulfillment of certain basic administrative and operating requirements which include the responsibilities of the college community (students, faculty, and administration) and the participating cooperative employers. It should be emphasized that each cooperative institution should tailor these requirements in accordance with its own particular needs and objectives.

Following are some of the essential requirements which should be considered:

1. Academic Community Acceptance

   It is of paramount importance that the cooperative program have the complete endorsement and support of the institution's top administrative officers, teaching faculty, student body, and those directly responsible for the administration and operation of the program. Adequate orientation should be provided to inform the academic community about the rationale of cooperative education as an integral part of the total educational process.

2. Academic Calendar

   For the successful administration and operation of the cooperative plan, it is essential that the cooperative institution design an academic calendar which provides an effective alternation pattern between periods of on-campus classroom attendance and periods of off-campus cooperative employment. The type and length of cooperative employment periods, the total number of employment periods required, and the point in the academic program at which students start their cooperative experience vary in different cooperative institutions.

   Most cooperative institutions favor the Quarter Plan in which the calendar year is divided into four equal 13-week periods. Each quarter is sub-divided into 11 weeks for classroom and/or laboratory instruction, one week for final examinations, and one week for vacation. The important feature of the Quarter Plan is that the cooperative work experience can be superimposed upon the academic program without replacing any part of it. (Consult Appendix A)

   Other cooperative institutions employ the Trimester Plan in which the calendar year is divided into three 16-week semesters with the remaining four weeks for vacation periods. Some institutions not operating exclusively on some form of alternation pattern have fitted the periods of cooperative work experience into their regular academic schedule in the interests of simplicity and minimum cost of operation. (Consult Appendix A)

   Regardless of the type of calendar design, it should be emphasized that primary consideration be given to class scheduling pursuant to course sequences. Therefore, adequate flexibility is necessary to provide for the repetition of courses so that logical progress toward graduation requirements is achieved.

3. Program Responsibility

The responsibility for the administration and supervision of the cooperative program should be monitored by one central point of contact - The Department of Cooperative Education. The counseling and placement service should be competent, continuous, comprehensive, and convenient to the students enrolled in the cooperative program. In addition, the counseling and placement service should be considered an integral part of the total guidance framework and effectively utilize all the necessary student personnel services already being carried on in the institution. It is important that the cooperative program be continuously evaluated in terms of preparation and attitudes of cooperative department members, administrative support, effectiveness of the counseling and placement service, and adequacy of physical and personnel facilities.

4. Rules and Regulations

Those responsible for the administration and operation of the cooperative program should establish and maintain an adequate control system (rules and regulations) to insure harmony and rapport as well as to protect the vested interests of the participants (students, employers, and school officials) in the program. Special emphasis should be placed on establishing operational guidelines which are flexible enough to permit revision due to changing times regarding significant economic, social, or vocational trends. (See Chapter V)

5. Promotional Literature

Those responsible for the administration and operation of the cooperative program should prepare adequate booklets, brochures, and flyers for publicity and promotional purposes. The format and content of these publications should be prepared in accordance with the specific audience to be served. Special publications should be prepared for the following audiences: the community-at-large, potential high school students and guidance counselors, and prospective cooperative employers. Most cooperative institutions have also prepared some form of student handbook for students enrolled in the cooperative program. It should also be pointed out that a description of the cooperative program be included in all of the standard publications of the institution.

Types of Operational Patterns - The majority of the baccalaureate degree-granting cooperative institutions operate on a five year plan to insure the required number of academic credits necessary for degree-granting privileges and accreditation. The first year is devoted to full-time study. This gives the faculty coordinators, who are responsible for the operation and supervision of the cooperative program, sufficient time to assess the students' ability to do college work. The full-time first year also provides time for an effective orientation program as well as preliminary screening of the students' interests, needs, and qualifications for cooperative placement.

Cooperative institutions differ in their administrative and operating requirements because they either offer a mandatory or an optional type program. In some institutions every student must participate in the cooperative program; while other institutions permit the students to elect the cooperative plan as an alternative to the conventional academic program. In the latter situation, it is customary for the school to exercise a screening or selection process relative to student eligibility requirements. Most educational institutions, which offer optional cooperative programs, require students to maintain a certain designated quality point average to be eligible for, and remain in, the cooperative program.

The cooperative plan may also be on a contractual basis between cooperative employers and the educational institution. This usually leads to a highly selective program wherein the student not only must meet high academic requirements but must also be selected by one of the participating companies, after a series of personal interviews. It is also quite common to find the cooperative plan offered in some, but not all, academic departments within a school or college.

WHY CHOOSE THE COOPERATIVE PLAN?

In 1960, a national two-year study of cooperative education to determine the validity of its claimed educational advantages was completed with financial support from the Ford Foundation's Fund for the Advancement of Education. The Study Committee was under the leadership of Dr. Ralph W. Tyler, Director of the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California. The complete findings of this study is contained in Wilson and Lyons' book entitled, Work-Study College Programs.[1] A summary of this national study is contained in the "Report on Cooperative Education"[2] by Tyler and Mills.

The advantages of cooperative education, according to the national study, may be summarized as follows:

ADVANTAGES TO STUDENTS

1. Gives Reality to Learning

   Students find that their studies have greater meaning through coordinating work experience with classroom instruction.

2. Increases Educational Motivation

   The integration of work and study increases student motivation because it engenders a stronger desire to learn.

3. Develops Greater Human Understanding

   Students develop greater understanding of other people and greater human relations skills by utilizing the adult-oriented work-a-day community as a laboratory for learning.

4. Accelerates Maturation

   Students discover that cooperative work experience in the adult-oriented world of work provides them with opportunities to broaden their outlook and shape their behavior patterns to meet the demands of the adult world. Students also discover that cooperative work experience gives them a greater sense of responsibility and increases self-confidence. The cooperative plan teaches the student that maturity involves a willingness to listen and look, the sensibility to what is real and what is false, and the ability to make intelligent judgments.

5. Provides Orientation to the World of Work

   The cooperative plan provides a solid foundation for career planning and vocational guidance in the following ways:

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[1] James W. Wilson and Edward H. Lyons, Work-Study College Programs: Appraisal and Report of the Study of Cooperative Education, New York: Harper & Brothers, 1961, 240 pp.

[2] Ralph W. Tyler and Annice L. Mills, "Report on Cooperative Education: Summary of the National Study." Detroit: Thomas Alva Edison Foundation, 1961.

(a) Students have an excellent opportunity to test their interests and abilities in connection with real jobs.

(b) Students gain first-hand vocational information and guidance in their cooperative employment.

(c) Students gain a new understanding of, and a healthy attitude toward, the real world of work.

(d) Students can discover their strengths and weaknesses through cooperative employment.

6. Provides Financial Aid

Cooperative education, which provides students with regular income-producing jobs to pay part of their college expenses, makes higher education possible and attractive to many qualified young people who could not otherwise afford to go to college.

7. Provides Useful Employment Contacts

The cooperative plan gives the student contacts which are useful in later occupational placement. For many students, it provides a head start in salary and position in after-graduation employment.

ADVANTAGES TO EMPLOYERS

1. Provides A Good Source of Labor Supply

The cooperative program helps the employer maintain an infusion of new talent into the organization at the entry job levels. He also has an opportunity to identify and select students with the particular abilities and talents that he is seeking.

2. Facilitates Recruitment and Retention

The cooperative plan provides the employer with an excellent recruiting tool. He can use the system to tailor the cooperative job assignments so that the students can better appraise the long-range potential for after-graduation employment. In addition, the employer can use his own supervisory personnel to screen those "co-op" trainees with the most potential for future permanent employment consideration.

3. Permits Better Utilization of Personnel

The employer can use "co-op" trainees to fill assignments which fall between those too difficult for the high school graduate and those which normally do not require the abilities and talents of professionals. This means the employer can more effectively use his highly-paid personnel for more specialized work.

ADVANTAGES TO EDUCATIONAL INSTITUTIONS

1. Permits More Effective Use of Plant Facilities

   Since half the student body is at work while the other half is attending classes, there is more efficient utilization of plant facilities because the institution can accomodate nearly twice the enrollment with the same given amount of classroom and laboratory space. The cooperative plan also provides the school with additional tuition income through the dual nature of the student body.

2. Encourages Greater Community Support

   A school operating on the cooperative plan has an opportunity to expand its service to the community and thus merit to an even greater extent the moral and financial support of that community.

3. Provides Benefits to the Teaching Faculty

   As new work programs are planned and developed and as students alternate between classroom periods and work periods, faculty teaching members are in an advantageous position to maintain a closer relationship with business, industry, and the professions. In addition, teaching effectiveness is usually enhanced because faculty members are kept up to date on the latest developments in their fields by the students who are frequently exposed to the frontiers of knowledge in their cooperative assignments. Although the cooperative plan puts more pressure on the teaching faculty to keep their lecture material up to date, most of them find teaching in a cooperative institution stimulating and challenging.

In summary, the proliferation of cooperative education into practically all professional fields today as well as its implementation into all levels of post-secondary educational programs definitely reflects the acceptance by more and more educators of the advantages of the cooperative plan. In fact, the concensus among most practitioners and other knowledgeable people in the field agree that cooperative education is "viable intellectually, administratively, economically, and, above all, represents a sound alternative to traditional forms of education programs."

CHAPTER II

THE ROLE OF THE COORDINATOR

THE COORDINATOR AND HIS JOB

The coordinator is the single individual most responsible for the success of the unique feature of the cooperative plan of education--the process of integrating classroom study and practical experience.

Definition - A coordinator is usually a member of the full-time faculty with academic rank who serves in the multifaceted capacity of a placement specialist, vocational counselor, salesman, teacher, administrator, educational recruiter, trouble-shooter, mediator, and referral agent.

Job Description - Following are the functions (not in rank order) of the coordinator: (1) to coordinate and supervise the cooperative employment of an assigned group of students; (2) to serve as the liaison official between the cooperative institution and the employers regarding administrative and operating requirements of the program; (3) to assemble individual inventory records of his students for counseling and placement purposes; (4) to conduct group orientation meetings for instructional as well as review purposes; (5) to help his students secure initial satisfactory cooperative employment as well as subsequent opportunities through the placement process; (6) to conduct follow-up activities regarding all placements by regularly checking each student's job performance through company visits and individual student conferences; (7) to solicit cooperative jobs ranging from entry jobs to training programs in business, industry, government agencies, or service agencies depending upon the needs and qualifications of his students; (8) to disseminate occupational information in order to assist his students in making wise choices, plans, and adjustments relative to career planning; (9) to counsel his students regarding their educational, vocational, and personal development; (10) to serve as a referral agent in cases where there are special counseling problems; (11) to make division assignments in order to provide the necessary alternation of students on cooperative jobs to insure continuity of service to employers; (12) to maintain functional departmental and personal records and reports; (13) to represent the viewpoint of the Department of Cooperative Education on various institutional committees; and (14) to vigorously promote, encourage, and recommend the advantages of the cooperative plan to the administration, faculty, students, employers, high school guidance counselors, community organizations, and the public to insure their supportive efforts and, in general, to enhance the growth of cooperative education.

Preparation and Qualifications - One cannot say that every individual who wishes to become a coordinator must have had a particular type of training or a certain background of experience, or that he must have a certain kind of personality; but there are certain personal traits that are common to successful coordinators.

An article in the October 1946 issue of the Journal of Engineering Education entitled, "The Cooperative System--A Manifesto"[1] lists the following qualifications which the successful coordinator of an engineering program should possess:

1. Engineering education or wide engineering or industrial experience.
2. Sympathetic attitude toward students and young people.
3. Information and experience concerning personnel procedures and techniques.
4. Vocational information in the fields of engineering and industry.
5. Willingness promptly to solve problems as they arise, without regard to personal convenience, office hours, work routine, etc.
6. Ability to solve problems completely without compromise of principle, indecision, evasion, or timidity.

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[1] American Society for Engineering Education, Committee on Aims and Ideals of Cooperative Engineering Education: "The Cooperative System--A Manifesto," Journal of Engineering Education, October, 1946, 37: 117-134.

7. Fairness, tact, and skill in dealing with students, employers, and faculty.

8. Buoyant, optimistic, and confident attitude in the face of difficulty and disappointment.

9. More than usual resourcefulness in appraising a complex situation and in revising plans and procedures accordingly.

10. Ability to adhere to standards and principles under widely changing and complex situations.

11. Large capacity for friendship.

In addition to those already listed, the author suggests the following personal and professional qualifications for a successful coordinator:

The Coordinator as a Person

1. Commands personal and professional respect.

2. Works with a growing philosophy of life that contributes to the improvement of his own life and the lives of others.

3. Develops and maintains good social relationships.

4. Has reasonable freedom from biases and prejudices.

5. Presents a neat personal appearance and is well-mannered.

6. Is tolerant of other points of view.

7. Knows how to motivate others.

8. Has appreciation and understanding of individual differences.

9. Has ability to relate to people and to communicate effectively with them.

10. Is able to accept criticism objectively.

11. Has a high degree of patience, a great deal of stamina, and a good sense of humor.

The Coordinator as a Professional Worker

1. Has adequate educational training (bachelor's degree minimum), preferably in the field of the students under his jurisdiction.

2. Desires to secure professional training in counselor education and related fields.
3. Has occupational experience in fields other than education.
4. Possesses a genuine interest in education and administration as a career.

The Coordinator as a Citizen

1. Shows by his conduct an understanding of the community--its background, interests, and needs.
2. Actively participates in community betterment.
3. Is an effective exponent of the school in the community.

Ideally, the coordinator engaged in the placement, counseling, and guidance of students should have a healthy respect for each student's inherent self-worth and his capacity for growth. He should have an understanding of and ability to communicate effectively with the academic community as well as the employing community. He should be able to work under pressure and to organize and administer a wide variety of tasks. Finally, he should have a knowledge of the Federal and State laws affecting student employment, i.e. Fair Employment Practice Legislation, Social Security, Unemployment Compensation, and Minimum Wage Laws.

COORDINATION FOR RESULTS

Although the coordinator wears many hats, the successful coordinator must realize that he essentially performs a dual role. On the one hand, he performs in the capacity of a placement counselor, with direct contact with industry, business, government agencies, and the professions; while, on the other hand, he performs as an educator in a strictly academic environment. If the coordinator helps to develop quality cooperative students, it follows that he will help to develop a quality cooperative program. This is the greatest responsibility of the coordinator.

Techniques of Coordination - To perform his multifaceted role, the coordinator needs to know the basic techniques of coordination:

1. Selling the "co-op" concept to the academic community and the employing community
2. Interviewing and counseling techniques
3. Selection and placement techniques
4. Finding "co-op" assignments for students
5. Conducting orientation programs
6. Making division assignments
7. Record-keeping procedures
8. Planning and scheduling; problem solving; and decision-making
9. Methods of teaching
10. Communication skills
11. Human relations skills
12. Handling student problems

Coordination Style - Every coordinator should develop his own individual style of coordination, method of operation or self-concept of the role of the coordinator. His effectiveness as a coordinator is reflected in the success of his particular cooperative program. This means that the composite of all the approaches and techniques that characterize the coordinator's dealings with students and employers and their problems is his way of getting things done.

The coordinator must learn to shape his behavior in accordance with his own personality and vary it as it relates to the characteristics and needs of his students and the demands of the situation.

The coordinator must realize two goals:

1. How to perform his multifaceted role in a variety of situations.
2. Recognize the demands of a situation in order to better determine the probable effects that his choice of action will have on those he will be coordinating.

The successful coordinator will develop a repertoire of behaviors to apply in different situations as he recognizes the need. He must vary his behavior as required to achieve a satisfactory goal or solution to the problem. In other words, effective coordination involves knowing the job thoroughly, establishing goals and objectives, planning and organizing in terms of priorities, active listening, and the ability to communicate so as to get things done through others.

Developmental Patterns of Coordination

In one sense, each coordinator is unique. Each is bringing to the job situation certain attitudes, beliefs, and ways of life. Each is also bringing specific skills--technical, social, and logical. There are basically three stages of development regarding coordination styles or self-concepts of the role of the coordinator.

1. Rule-Centered Role

(a) Actions within framework of rules, regulations, and formal policies of institutional management.
(b) Source of security and authority.
(c) Objective and impartial in the counseling, placement, and supervision of students.
(d) Communication a one-way process from coordinator to students in terms what fixed rules and policies require.

2. Job-Centered Role

(a) Authority based on personal knowledge and technical competence.
(b) Respect through practical ability.
(c) Work and technology oriented.
(d) Reaches out for responsibility.
(e) Communication primarily a one-way process but more direct and personal than Rule-Centered Coordinator.

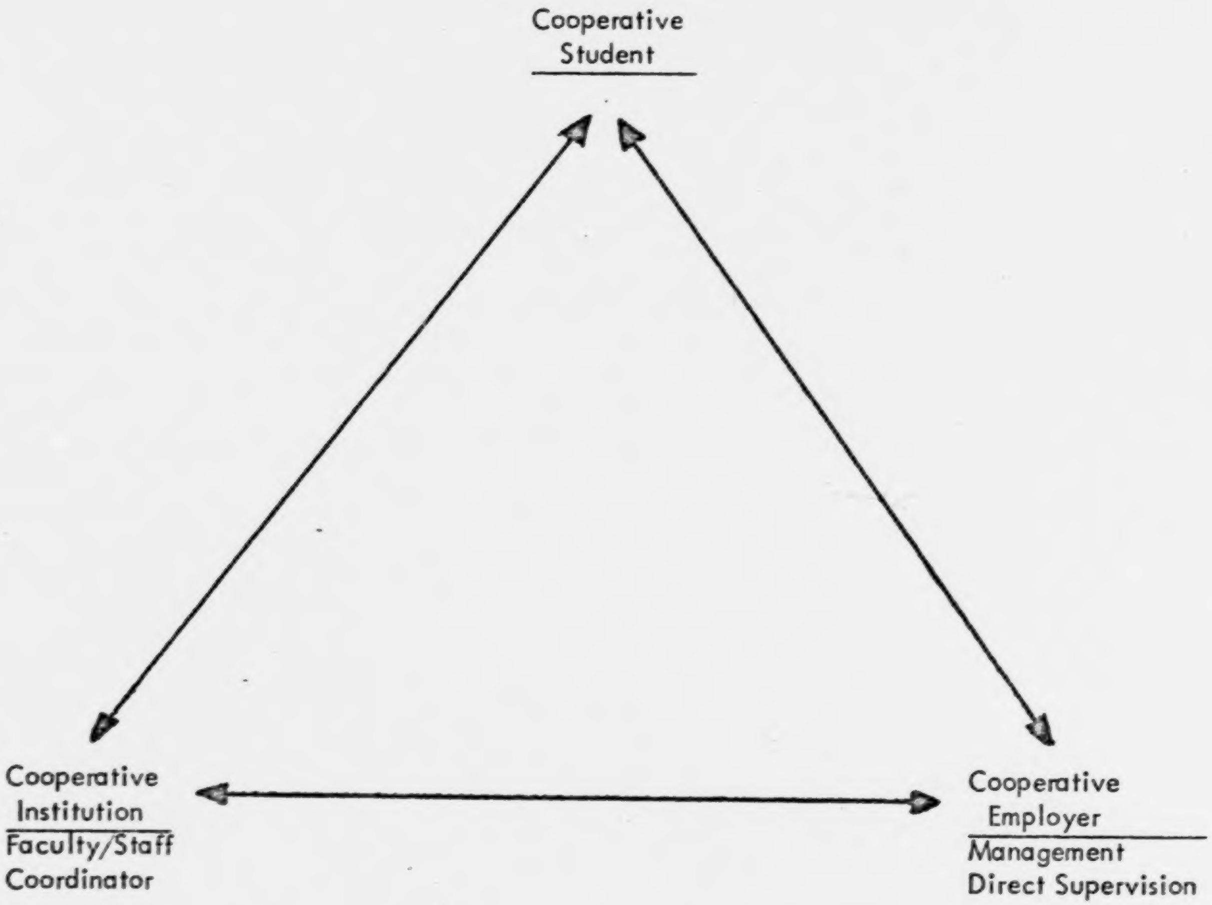
3. Group-Centered Role

(a) Concern for all participants in the dynamics of coordination - students, employers, and faculty.
(b) Development of cooperation and teamwork among the participants to enhance optimum coordinator-student, coordinator-employer, and coordinator-faculty relationships.

(c) Recognition of the importance of individual differences in dealing with the respective participants.
(d) Recognition of the importance of coordination by example--Dedication to personal excellence.
(e) Communication a three-way process of free interchange among participants - students, employers, and coordinator.

It should be pointed out that these three styles or self-concepts of coordination are points on a continuum. This means that a person's approach to his role as a coordinator may be partly Rule-Centered and partly Job-Centered, or partly Job-Centered and partly Group-Centered.

Dynamics of Coordination


Cooperative Student
Cooperative Institution
Faculty/Staff Coordinator
Cooperative Employer
Management Direct Supervision

The coordinator serves as the middleman in the dynamics of coordination because it is his responsibility to promote harmonious teamwork among all the participants in the cooperative program.

1. He must relate effectively with students as a placement counselor.
2. He must relate to employers as an interpreter of the institutional goals, policies, procedures, and services.
3. He must relate to the teaching faculty as an interpreter of the educational significance of the role of practical experience as an integral part of the total educational process.

Coordinator-Student Relationships - Placement planning on the part of the coordinator includes: thinking through the possibilities for job placement for his students, developing the resources needed to effect this function, and encouraging the readiness of his students to express their career objectives. Planning further suggests giving them proper guidelines within which to channel their thinking about cooperative employment; encouraging them and motivating them to seek opportunities compatible with their interests and consistent with their aptitudes and abilities; and counseling them with respect to their progress and adjustment on their cooperative assignments.

This requires that the employment experiences of the students be as closely evaluated as their academic work. The coordinator must make periodic visits to each student's employer, conduct regularly scheduled conferences with his students concerning their progress and adjustment on their cooperative assignments, and maintain adequate and functional records for counseling and administrative purposes.

One of the privileges of being a coordinator is that of inspiring students to achieve to the fullest extent of their capabilities. Students have done a considerable amount of living before coming to college, and they bring ideas, skills, and interests with them from their previous daily experiences. Therefore, the coordinator should consider each student's total personality and handle his problems sympathetically and on an individual basis rather than going strictly by the book.

What leads students to their very best performance is oftentimes the encouragement that they receive from their coordinator. By motivating his students, the coordinator can open new avenues to the inexperienced, encourage the slow and timid, prod the lazy or indifferent, and spur the most capable on to even greater efforts.

Motivating students is often a slow process requiring many avenues of approach. The coordinator should set the emotional climate for this by listening actively to his students on all matters that involve them. He should help them make satisfactory decisions and plans regarding their future. Since the coordinator is constantly dealing with human problems, his highest achievement is to develop in his students that sense of responsibility which goes with personal growth.

Recognition of individual differences is very important in selection, placement, and counseling of students. The effective coordinator should have sufficient insight and foresight to be able to direct each student's experience so that the student, in turn, may be able to integrate and direct subsequent experiences.

In connection with facilitating and guiding individual learning, students should be taught to see things in their proper perspective. It is true that all experiences have some degree of value, but it is the responsibility of the coordinator to convey to his students the importance of transfer values gained from the integration of classroom learning and practical experience.

Coordinator-Employer Relationships - Since the cooperative plan is dependent upon the mutual agreement between the educational institution and the employing organization to provide a meaningful educational program for the student, it is essential that the coordinator establish and maintain good rapport with his cooperative employers.

The coordinator should obtain the support of management in the employing organization regarding the goals of the cooperative program. He should encourage management to consider the program as part of their long-range planning pursuant to manpower needs.

To insure optimum coordination effectiveness for the student and the employing organization, the coordinator must elicit the full support of the personnel responsible for the direct supervision of student employment. These are the people who are responsible for providing meaningful cooperative employment experience for the students as well as the subsequent supervision, training, guidance, and evaluation of each student's growth and development on the cooperative assignment. In effect, those responsible for the direct supervision of cooperative student employment can make or break the cooperative program.

Coordinator-Faculty Relationships - The operation of the cooperative program often results in communication problems between the coordinator and the teaching faculty. This is primarily because the coordinator works from a different point of view and with a different methodology than the classroom teacher. The coordinator is more involved with the student's non-academic adjustments; whereas, the teacher is primarily interested in disseminating subject matter with emphasis on the intellectual and the scholarly.

It behooves the coordinator, as a professional member of the college staff, to maintain liaison with the administration, departmental teaching faculty, and members of the student personnel services regarding cooperative education ideas and problems.

In summary, there is no one technique in education which will be effective for all students at all times. The teacher is not infallible; neither is the coordinator. Therefore, the successful coordinator realizes and appreciates the fact that he is a professional member of an educational team; and, as such, he performs a most important educational service for all participants in the cooperative program.

CHAPTER III

BASIC TOOLS USED IN COORDINATION

USE OF THE INTERVIEW

Definition of an Interview - An interview may be defined as a purposeful and mutual exchange of information. It is like a bridge between means and end--between understanding by the coordinator and understanding by the student.

There are those who may argue that the interview is not a scientific instrument of appraisal, but a subjective one. Nevertheless, it is still widely used and is probably the only diagnostic tool employed in student selection and placement by most cooperative institutions of education.

Whether a novice or a veteran in the art of interviewing, the coordinator should appreciate the fact that interviewing is a dynamic function. He should also understand that aptitudes, abilities, motives, and basic needs are not just psychological terms; but the bases upon which he must plan and execute his selection and placement functions.

Purposes of the Interview - There are four basic purposes:

1. To Establish Rapport

   It is essential that a coordinator create a friendly relationship in an interview; otherwise its other functions cannot be successfully performed.

2. To Obtain Information

   The interview provides the coordinator with an instrument to get information about a student which cannot be obtained through tests, records of various types, observation, or casual contact.

3. To Give Information

   The interview provides the coordinator with a tool for supplying the student with specific, personalized information.

4. To Motivate Students

   The interview provides the coordinator with an excellent opportunity to stimulate the thinking, feeling, and action on the part of the student.

Classification of Interviews (by method)

1. The Directed Interview is one in which the coordinator has specific items to be covered in the interview. It is directive in that the coordinator directs the progress of the interview through the information he wishes to give or receive.

2. The Patterned Interview is a highly structured and carefully planned interview. The questions are on a prepared form similar to those found on any standard, printed cooperative application interview form, and they are the same for all students. The patterned interview, which consumes less time than the other methods, assures that certain desired information is obtained by means of asking identical questions of each student.

3. The Non-Directed Interview is usually not designed to obtain answers to specific questions, but rather to permit the student to express himself freely on subjects which interest him or to talk about his personal problems. This interviewing technique is particularly useful in bringing out into the open a student's complaints, gripes, or grievances.

Types of Cooperative Interviews - There are four major types of cooperative student interviews:

1. Preliminary or Initial Interview (Screening)

   The preliminary interview is scheduled prior to a student's cooperative job placement. The student meets his coordinator for the first time during his intial in-school period. This is the beginning of the screening process, and the coordinator has his first opportunity to appraise a student's qualifications - his interests, abilities, aptitudes, personal history, and previous work experience. The preliminary interview is also the initial fact-finding instrument regarding the student's impressions and comments relative to his future work assignment. The coordinator records his initial impressions of the student.

2. Prereferral Interview (Selection)

   The prereferral interview is a selection or exploratory device to help the coordinator and student reach an agreement with respect to a specific cooperative assignment, or an alternative choice, best suited to the needs and qualifications of the student.

3. Referral Interview (Placement)

   The referral or placement interview is a discussion of the job description, hours, wage rate, advancement possibilities, fringe benefits (if any), the student's obligations in accepting the work assignment, referral instructions in connection with the student's interview with the company, and subsequent verification procedures pertaining to the placement outcome.

4. Postreferral Interview (Progress and Adjustment)

   The postrefferal or progress and adjustment interview is a discussion of the student's cooperative job performance as revealed by the employer's evaluation and the coordinator's evaluation after his personal visits to the company. The primary purpose of this interview is to confirm or reappraise the student's qualifications in the light of emerging new facts.

Scheduling the Interview - Schedule planning for optimum interviewing effectiveness is dependent upon four basic factors: The coordinator's time, the coordinator's workload, the student's free time, and the length of the cooperative school period. Periodic scheduling must be maintained for all students for interviewing and counseling. Every student needs the assistance of the coordinator as a regular part of the cooperative program.

Depending upon the institution's policy regulations as well as the aforementioned four basic factors, the coordinator should consider the following three steps in establishing an effective interview schedule:

1. Initial Planning

   (a) By determining in advance the school days most convenient for his students in terms of available free time. (The coordinator must have a complete file of his student's schedule cards.)

   (b) By projecting, if necessary, an interview schedule over the length of the cooperative school period in order to include all of his students.

2. Contacting the Students

   (a) By sending postcards to his students informing them of the time and place of their interviews.

   (b) By sending notices to their classes regarding immediate interviews. (This practice should not be overdone; it disrupts the lecturer's classroom routine.)

   (c) By posting an interview schedule on the bulletin board outside the Cooperative Education Office.

   (d) By telephoning or telegraphing for students living off-campus.

3. Length of Interviews

   (a) For preliminary, prereferral, and referral interviews, it is suggested that a 20-minute interview per student is normally sufficient for effective communication.

   (b) For follow-up interviews involving progress and adjustment evaluations, it is suggested that a minimum of 20 minutes per student be scheduled.

   (c) For counseling sessions regarding problem cases, it is suggested that a minimum of 30 minutes to a maximum of one hour is usually adequate to motivate the student toward self-understanding and subsequent action. The coordinator can always suggest another counseling session or referral of a particular problem case.

Since time is valuable for the coordinator as well as for his students, he should make every effort to adhere to his interviewing schedule. The most important factor that the coordinator should consider concerning the length of interviews is to provide adequate time to insure effective communication that will result in mutual understanding between him and the students. The coordinator who spends too much time with problem cases may ultimately discover that minor problems of his other students have become intensified and complex. Therefore, the coordinator who permits himself to become a servant of the few will be unable to provide adequate service for his total student workload.

Conducting the Interview - The interview, which is the oldest method of appraisal in the selection and placement process, demands knowledge, application, and skill if it is to be used effectively. It does not necessarily follow that a coordinator who is a good conversationalist or has a winning personality will be a good interviewer. Probably most coordinators acquired the knack of successful interviewing by trial and error, by observation of others, and by review of their own practices.

It has often been said that there are as many different kinds of individual interviewers as there are interviewees. The new coordinator should learn the basic techniques of interviewing and counseling, which if followed, will enhance the effectiveness of the procedures.

The coordinator's success as an interviewer depends not only on his ability to interview, but also on how the student sees the coordinator's role. It further depends upon how the student interprets the coordinator's statements, attitudes, and overall presentation.

To conduct an effective interview, the coordinator should constantly keep in mind the purposes of the interview, namely: to establish rapport, to obtain information, to give information, and to motivate students. Following are some basic steps in conducting the standard-type directed or patterned interview:

1. Prepare for the Interview in Advance

   Effective planning insures better utilization of the scheduled interview time--Examine the student's records prior to the interview--Plan the topics for discussion around the information you wish to obtain--Be prepared to give the answers the student may request--Be sure to have at hand all cooperative work materials likely to be needed in the interview.

2. Establish A Friendly Atmosphere

   Greet the student by name with a firm handshake--Ask him to sit down--Be professional, but friendly by putting the student at ease--Look at him, but do not stare at him during the interview--Show genuine interest in him and his affairs--Individualize your interviewing techniques to fit each student and each particular situation--Guard against showing personal bias or disapproval by word, gesture, or facial expression.

3. Encourage the Student to Talk

   To gain information, do not do all the talking yourself--Listen attentively to the student's story--Try not to interrupt--Clarify in your own mind salient points made by the student--Supplement or summarize when necessary.

4. Ask Questions Carefully

   Obtain information by asking direct questions--Preface direct questions with who, what, when, where, how, and why so as to eliminate "YES" or "NO" answers--Do not antagonize by asking tricky or confusing questions--Avoid careless wording of questions, make them clear both as to language and intent--Use "talk" language--Remember, the art of interviewing is primarily knowing when and how to ask questions.

5. Structure and Control the Conversation

   Do not become stereotyped in your interviewing--Do not permit the interview to become an inquisition or oral questionnaire--Keep the student on the topic under discussion--Do not hurry, but do not prolong the interview to the point where it ceases to be of value--Try to maintain schedule time without creating pressure on the student.

6. Terminating the Interview

   Help the student to a better understanding of himself; if he has a decision to make, guide him in his thinking and in the implementation of his decision--At this point, bring the interview to a close with a summary of the discussion.

7. Record the Outcome Immediately

   Do not trust your memory; record the results of the interview as soon as possible--Write-up serves as a memory refresher in subsequent interviews with the same student and provides a permanent record for referral purposes.

USE OF PSYCHOLOGICAL TESTS

Purposes of Tests - There are two basic purposes for testing:

1. The acquisition of additional information about a student which will be used in the selection and/or counseling process.

2. The prediction of a student's performance in certain situations.

Types of Tests - There are five categories of psychological tests which may be used in the selection and/or counseling process:

1. Intelligence (mental ability)

2. Achievement (educational)

3. Aptitude (facility and speed in acquiring new information or skills)

   (a) Mechanical

   (b) Clerical

   (c) Sales

   (d) Supervisory, Professional, and Executive Personnel

   (e) Special Trade Tests

   (f) Visual Acuity and Spatial Relations

   (g) Manual Dexterity

4. Interest Inventories (preferences for various activities)

5. Personality and Temperament (emotional stability and adjustment)

Uses and Limitations of Tests

1. Tests can be used as tools in reaching decisions regarding selection, classification, and rejection.

2. Tests can be used more effectively to predict group performance than to predict the performance of an individual.

3. Tests can be especially helpful in connection with making institutional decisions about students.

4. Tests can be used in the selection process to tell whether a student has the ability to do a particular job.

5. Tests cannot be used to tell whether a student will do a particular job.

6. Test scores can be a valuable source of information in counseling.

7. Tests cannot measure motivation, ambition, perseverance, creativity, or ability to get along with others.

8. Tests are not infallible.

9. Besides the measurement error inherent in any test, it is possible to make mistakes in administering, scoring, and interpreting test results.

10. Tests may not be used to advance any form of discrimination relative to race, creed, color, religion, or origin according to the Fair Employment Practice Legislation.

11. Tests should not be used for purposes for which they are not intended.

12. Tests should not be used as a primary method of rejecting student job applicants.

The coordinator involved in selection and placement may, at times, suggest to a student the need for testing and counseling as another diagnostic tool to help him solve a particular vocational or educational problem. Wise vocational selection is not simply a matter of deciding what one can do, but is a question of what one wants to do. Tests, when properly selected and used, can be of considerable help to a student engaged in career planning.

Most cooperative institutions have as one of their student personnel services a Testing and Counseling Center which serves primarily as a referral agency for all departments within the college or university. The coordinator should not refer his students to the Testing and Counseling Center merely as an escape mechanism or cure-all for his placement problems; nor should he consider testing a substitute for other selection and placement procedures. No matter how valuable tests may be they should never be used as the only method of selection. Tests, which are merely tools to be used in conjunction with other cooperative records and personal-history data, are more meaningful when considered as part of the total framework of pertinent information available for the individual student. Therefore, testing should supplement, not replace other appraisal techniques.

USE OF RECORDS

A good system of records is essential to the effective operation of a cooperative education program. Accurate and up-to-date records carefully interpreted and evaluated will serve as an important source of information for activity reports, fiscal reports, and student cumulative data files. Records also serve as valuable instruments for evaluating the present status of the cooperative program, predicting future expansion, and providing useful research material.

Some reports and records are recorded daily and weekly, others monthly and annually depending on their purposes, and the staff available. It is important that duplication be eliminated.

Although there will be varying degrees of competence in record-keeping, coordinators must share the responsibility for accurate office information by keeping their own individual records to the very best of their ability. Records are of no value as sources of information if they are not accurate and up-to-date.

Types of Records and Reports - Records, reports, and other pertinent material may be grouped as follows: (1) Student Records, (2) Coordinator's Records, (3) Departmental Records and Reports, and (4) Correspondence.

1. Student Records - Adequate information about the cooperative student is necessary as a basis for effective counseling. In the absence of complete data, any attempt to assist students in making intelligent plans, choices, decisions, and to help them derive maximum benefit from their cooperative work experiences will fail in its purpose. The cumulative record system should be a functional guidance tool in the form, recency, and reliability of the data it contains.

   The coordinator should not only have access to a wide range of significant data about the student, but he should also have it organized and readily accessible to facilitate its immediate use.

   The cumulative record about each student should include: information about his personal background; educational and vocational background; standardized test scores, if available; grades; employer's evaluation forms; and teaching faculty and/or coordinator's merit ratings.
   (Consult Appendix B for suggested Student Record Forms.)

2. Coordinator's Records - The coordinator should maintain an active listing of the students in both divisions under his jurisdiction. He should maintain complete record of his active cooperative employers in a looseleaf notebook.
   (Consult Appendix B for samples of Coordinator's Records.)

3. Departmental Records and Reports - A central file should be maintained on all active cooperative companies. This file should include: the name, address, and telephone number of each company; the name and title of the coordinator's contact in each company; the names, year in school, major, and employment dates of the students in both divisions employed with each company; and the job description, hours, and wage rate.
   (Consult Appendix B for sample Departmental Record and Report Forms.)

   (a) Activity Reports--The coordinator is responsible for making out either daily or weekly reports on the number of students interviewed, placed, laid off, or unemployed.

   (b) Fiscal Reports--Records must be kept to account for funds received and amounts expended for such items as salaries, supplies, equipment, travel, telephone, and postage.

   It is important that every cooperative institution consider the use of a multi-purpose General Petition Form for expediting such student requests as: permission to change their education program in some way, change their division, leave of absence from their cooperative job or from school for various reasons, and other related requests. The fundamental purposes of this instrument are: (1) to provide a permanent written record of the student's request and subsequent school action, and (2) to provide a means of informing all necessary school personnel of the student's status.

4. Correspondence - All correspondence relative to cooperative education should be filed in the Cooperative Department Office. Correspondence from prospective employers regarding job requisitions should be shared by other staff personnel unless a particular coordinator is already handling the company.

USE OF OCCUPATIONAL INFORMATION

As a placement counselor, the coordinator needs a good knowledge of local, regional, and national opportunities for training and employment in the academic fields of the students under his jurisdiction. The coordinator should also be knowledgeable about current occupational opportunities, requirements, and conditions in these fields of interest. He should be familiar with current major sources of published materials on occupational information. In addition, the coordinator should have a working knowledge of the kinds of related competencies needed in the area of occupational information.

USE OF SCHOOL AND COMMUNITY RESOURCES

The coordinator, as a referral agent, must be familiar with other departments in the educational institution which exist to serve the needs of the students. The new coordinator will soon discover that he is a source of information about facilities in and out of school pertaining to vocational, educational, social, health, and other similar needs of his students. The effectiveness of the coordinator depends upon his skill in assisting students with their problems and upon his knowledge and use of school and community resources to supplement his own counseling. Therefore, the coordinator should be familar with the functions of such other student personnel services as: the Registrar's Office; Admissions Office; Financial Aid; Housing; Health Services; Library; and Student Activities.

CHAPTER IV

OBTAINING COOPERATIVE JOBS

THE COORDINATOR'S INITIATIVE

It has often been said that the effectiveness of a salesman is usually a reflection of his own belief in the product or service he is selling. The coordinator, as a salesman, is a good case in point.

The coordinator will find most employers favorably disposed toward the utilization of cooperative students. However, this does not mean that all suitable jobs for students are easy to obtain or that the coordinator will not, at times, experience frustration and disappointment in attempting to sell the program. The optimum situation is to find the right job for the right student at the right time and in the right geographic location.[1]

As a salesman, the coordinator must not only find jobs for his students but also establish avenues of information and secure the cooperation of employers. To maintain this coordinator-employer communication, it is essential that the coordinator establish good rapport with the employers so that they, in turn, will have faith in his ability and judgment.

Preparation for Job Promotion - The coordinator should consider four factors in connection with job promotion activities:

1. Student Needs and Qualifications - Cooperative job promotion should be planned in relation to the needs and qualifications of the students seeking employment. The coordinator must have a good idea of the personal background and range of ability of the students under his jurisdiction before he

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[1] Roy L. Wooldridge, "Analysis of Student Employment in a Cooperative Education Program," A Report for the National Commission for Cooperative Education, 52 Vanderbilt Avenue, New York, New York 10017, 1966, p.6.

can intelligently sell their services to prospective employers. The coordinator obtains this information by conducting preliminary screening interviews with his students prior to their employment.

2. Employment Needs - The coordinator must not only be familiar with the qualifications of his students, but he must also be knowledgeable about the employment needs in the community to be served. The coordinator must know the labor market in order to sell the services of his students to these prospective employers. The following sources should be consulted in conducting a market survey:

   (a) United States Census Report--Invaluable indicator of the industrial and occupational distribution of the gainfully employed and unemployed in given geographic areas as well as a description of population trends.

   (b) Help Wanted Advertisements--Good source of leads for potential cooperative employment.

   (c) Special News Items--Information about new organizations being formed, branch offices being opened, and promotions and changes of personnel being made.

   (d) Classified Telephone Directory--An indication of the number and variety of business activities in the community.

   (e) Trade and Association Journals--Information pertaining to the general situation in a specific vocational area.

   (f) Business and Product Directories--Detailed lists of companies, products, and personnel in different geographic locations. (Consult Appendix C for useful Business Directories.)

   The coordinator should consider all sources and facts which would reveal potential cooperative job opportunities. Students will sometimes furnish job leads to the coordinator during interview sessions or leave the information for the coordinator in his office. Another source of leads is the Senior Recruiting Program conducted in most colleges and universities. Although company representatives are primarily interested in recruiting seniors for postgraduate employment, the coordinator may recommend to a few selected recruiters the institution's cooperative program as an undergraduate recruiting tool.

3. Screening Companies to Contact - The coordinator must exercise a great deal of judgment in screening the group of employers to be contacted. As previously indicated, the coordinator must consider (1) the needs and qualifications of his students; (2) the labor market; and (3) the type, size, and location of the companies to be contacted. Large companies are likely to have more potential job openings than small firms, but this does not mean that they have the best job assignments.

   The following factors should also be considered in screening companies:

   (a) Companies with a high personnel turnover rate usually have more job openings than those where employment is more stable.

   (b) In general, employers who pay low wages do not warrant intensive solicitation because their jobs are difficult to fill.

   (c) Although the coordinator should concentrate on year-round jobs, there are some seasonal jobs which may be helpful as one-term openings.

   Examples: Retail sales jobs for holiday seasons only and rodman jobs for surveying parties.

   (d) The coordinator should avoid intensive solicitation of the small family-operated type of firms primarily because of nepotism.

Training programs are usually easier to find since most large corporations and companies are already favorably disposed toward such programs for college graduates. However, elaborate training programs are difficult to maintain because of the changeability of students' interests, lack of flexibility by the participants (students and employers), and the high requirements for participation set by the employers.

4. Range of Jobs Needed - Business, industry, and the professions have need for student trainees at all levels of ability and ambition. Since the coordinator must eventually place his students in these jobs, he should solicit a wide variety of jobs ranging from entry jobs to training programs to provide the best possible experiences for his students in accordance with their interests, aptitudes, and abilities.

   The following suggested classification of "co-op" jobs is neither an arbitrary ranking of job levels, nor is it an attempt to suggest a means of matching students and these job categories. All of the job classifications should stress educational and guidance values.

Classification of "Co-op" Jobs

Formal Training Program

1. Company is highly selective in its choice of students.
2. Company usually requests the coordinator to screen potential applicants and to set up a schedule to give the company representative an opportunity to interview eligible students on campus.
3. Program usually consists of scheduled rotational work assignments in competitive, realistic work situations to provide the "co-op" trainee with increasing responsibility and progressive job experiences in different departments of the company.
4. Nature of the cooperative assignment depends chiefly on the student's educational background; vocational interests and career objectives; and on the employment needs of the company.
5. The objective is training for after-graduation employment.

Semi-formal Training Program

1. Company is selective.
2. Company may request privilege of recruiting qualified student applicants on campus.
3. Program emphasizes flexibility because the rotational work assignments are only partially laid out in advance. Therefore, the students are not informed in advance what their future cooperative assignments will be with the company.
4. Nature of cooperative assignments depends chiefly upon the student's educational background; vocational interests and career objectives; and on the employment needs of the company.
5. The objective is training for after-graduation employment.

Informal Training Program

1. Company is selective.
2. Company will probably never request recruiting privileges on campus.
3. Program is not planned in advance. Diversified on-the-job training for each student is predicated on the company's immediate employment needs and the ability of each individual student. Progress may vary for different students employed with the company.
4. The objective is usually training for after-graduation employment.

Jobs

1. Employer may try to be selective, but will usually accept direct referrals from the coordinator.
2. Jobs range from entry jobs to semi-professional assignments.
3. Students perform a specific job function which is necessary to the day-to-day operation of the business. Since advancement opportunities are quite limited, students usually request a job change after one or two work periods.
4. The objective is seldom training for after-graduation employment.

Selling the "Co-op" Plan to Employers - The coordinator's function in his role as a salesman is to sell the employer on utilizing the cooperative plan as an effective and advantageous method of satisfying some of his employment needs.

As previously indicated in the Classification of "Co-op" Jobs description, cooperative assignments range from routine entry jobs to semi-professional assignments. Semi-professional jobs include those assignments which normally fall between the capabilities of the high school graduate and the capabilities of a college graduate.

Preliminary steps which the coordinator should consider in planning his sales campaign include the following:

1. Contacting the Employer - The coordinator should carefully decide beforehand the best way of approaching the employers he has selected.
    - (a) The personal visit is unquestionably the best method of establishing rapport and eliciting the cooperation of the employer.
    - (b) The size of the company and the position of the person to be contacted should be the deciding factors in whether to make an appointment or to call on a hit-or-miss basis.
    - (c) Another determining factor to be considered is whether the coordinator is making saturation visits (random calls concentrated in a specific location) or making precision calls (prearranged, scheduled calls in a specific location).
    - (d) It is usually advisable for the coordinator to contact top management first regarding an initial company visit to gain support for the cooperative program. Thus, it becomes much easier to establish the necessary rapport at the personnel department level for an effective working relationship.
    - (e) The coordinator should use a mail campaign or telephone solicitation in connection with prospecting for jobs only when a personal visit to the company is not possible.
2. Interviewing the Employer - Some suggested sales techniques are:
    - (a) Sell the employer on the idea of using an alternating pair of students in a regular job assignment within his organization by emphasizing the specific Advantages To Employers as described in Chapter I under the section entitled, "Why Choose the Cooperative Plan?"
    - (b) Motivate the employer to create a new position in his company by pointing out the profitability and greater efficiency of using the student trainees to do more routine assignments, thus releasing his high-paid employees for more challenging work.

(c) Appeal to the employer's sense of professional responsibility to assist in the education of young, budding professionals.

3. Information to be Obtained - It is important for the coordinator to be as knowledgeable as possible about general company facts--type of business, size, credit rating, and location. This information is available in directories. However, in the initial interview, the coordinator should obtain the following information from the employer: (1) the specifics about the type of business; (2) the number of employees by job classification; (3) employment and training practices; and (4) the possibilities of the cooperative institution's helping the employer with his present or future employment needs.

4. The Question of Salary - The cooperative student should be paid the same rate as a full-time employee with similar background and experience for a particular job. Generally speaking, cooperative salary rates range between the going rate for inexperienced employees in a particular field and the basic starting rate for a recent college graduate entering the same field. The average cooperative salaries of engineering, science, and business administration majors are usually higher than those of students majoring in liberal arts and education.

   In interviewing the employer regarding salaries, the coordinator should:

   (a) Get the employer to state a starting figure first.

   (b) Compare it with the going rate in the particular field in the area.

   (c) Suggest a change, if necessary.

   (d) Be prepared to suggest rates if the employer cannot.

Obviously, there is no simple formula because of the many variables to be considered, such as: (1) company's wage and salary policies, (2) job classification, (3) experience and training requirements, (4) type of student majors needed, and (5) year level of students needed.

One procedure which the coordinator might consider is: (1) take the starting rate for his graduating seniors entering this employer's field, (2) take the cmpany's going rate for the particular job, and (3) suggest increments in accordance with the number of work periods in the cooperative program. The coordinator should point out that starting salary rates are usually based on the student's year in school--the higher the grade, the higher the rate.

5. "Co-op" Material to be Left with Employer - At the conclusion of the interview, the coordinator should leave his calling card. In addition, the coordinator should leave the following printed material for the employer to look over: (1) a school catalogue; (2) a brochure describing the school's cooperative program; and (3) an operational calendar showing the specific "changeover" dates to aid the employer in planning his future employment needs.

Follow-up after Personal Visit - It is good practice for the coordinator to send a follow-up letter within a week or ten days after his field visit. In this letter, the coordinator should thank the employer for his time and courtesy and express the hope that he will have occasion to utilize the school's cooperative program. In some cases, the coordinator may choose to use the telephone for this purpose.

THE EMPLOYER'S INITIATIVE

The Department of Cooperative Education should expect to receive many inquiries from potential employers who are interested in seeking a source of manpower to satisfy their employment needs.

1. Employer Visits to Campus - Occasionally, an employer may visit the Cooperative Department and discuss his employment needs with the coordinator.

This visit usually results in an understanding between the coordinator and the employer regarding immediate or future assistance. In addition, the employer may suggest the possibility of recruiting on campus for eligible cooperative students to fill his employment openings.

2. Correspondence - Some potential employers, especially out-of-state employers, may write to the Department of Cooperative Education regarding participation in the program. Since the employer's letter frequently omits important job information, the coordinator must do considerable follow-up. This follow-up activity will usually include further correspondence, telephone calls, and possibly a scheduled visit by the coordinator to meet the company's representative and discuss "co-op" arrangements. All inquiries from potential out-of-state employers should be answered even if the coordinator is not interested.
3. Telephone Requests - Some employers may call directly. The coordinator should use good interviewing techniques to obtain information from the employer about his employment needs as well as to give him information about the operation of the cooperative program. The coordinator should be careful about guaranteeing or promising immediate referrals. Whether the coordinator can help the employer or not, he should leave him with the impression that the Cooperative Department appreciates his interest and will make every effort to be of service.

CHAPTER V

PREPARATION FOR PLACEMENT

The primary responsibilities of the coordinator in preparing his students for cooperative placement include: (1) conducting some form of group orientation program, (2) conducting individual preliminary or screening interviews with his students, and (3) making division assignments.

GROUP ORIENTATION PROGRAM

The need and the extent of the group orientation program is dependent upon: (1) type of institution's cooperative program (mandatory or elective); (2) size of the program; (3) policies, rules, and regulations governing the administrative and operating requirements; (4) scheduling problems; and (5) the time available.

Types - Practically all cooperative education institutions employ some form of group orientation program to inform their students about the rationale of cooperative education as well as the specific rules and regulations governing the administration and operation of their programs. The length of these orientation meetings range from a minimum of three or four to a full term. There are a few institutions which conduct a formal group guidance class on cooperative education with the emphasis on career planning information.

Topics - Although the extent and methodology of orientation instruction may vary considerably among cooperative institutions, the following topics should serve as a suggested guideline for the preparation of students to make an effective transition from the academic community to the employing community.

1. Interview Form - It is suggested that the first orientation session be reserved for the following purposes:

(a) To outline the purposes of the orientation program, including a brief description of the topics to be covered in subsequent meetings.

(b) To explain the purpose of the Interview Form and, in turn, to have the students fill one out with the coordinator's supervision. (See Appendix B for a sample copy.)

(c) To distribute cooperative education materials describing the cooperative program including rules and regulations governing student participation.

(d) To make any announcements concerning the time and place for future orientation meetings.

2. The Rationale of Cooperative Education - The coordinator should explain the what, the how, and the why of cooperative education, placing particular emphasis on the advantages to students. For further information refer to Chapter I, under the section entitled "Why Choose the Cooperative Plan?"

3. Importance of Career Planning - What a student chooses for a "co-op" job, how well he does it, and how satisfied he is with it will oftentimes affect nearly every phase of his existence. Therefore, the coordinator should stress the fact that drawing up a functional career plan is no small task, because the student will soon learn that he has to face himself more realistically and know more about himself than he had ever thought possible. Each student must ask himself three questions, the answers to which will play a large part in shaping his future: (1) Who am I? (Self-Analysis), (2) Where am I going? (Goals in Life), (3) How am I going to get there? (Plan of Action).

The coordinator should also point out to his students the fact that choosing a career is often to choose a way of life, because approximately two-thirds of an individual's productive life span is devoted to work or work-related activities. Viewed in this light, the task of career planning becomes much more than a mechanical matching of abilities, aptitudes, interests, and personality traits against specific job requirements. In effect, vocational planning becomes a part of the student's total life adjustment such as adjusting to his family, to his environment, and to the people around him.

Finally, the coordinator should emphasize the fact that a good career plan includes: (1) facts about oneself, (2) facts about the job world, (3) choice of vocational objective in a specified field with alternatives, (4) a timetable for accomplishment, (5) verification of the vocational selection, (6) steps to make transition from the classroom into the work world, and (7) evaluation and adjustments needed to accomplish one's objective.

4. Types of Cooperative Jobs - The coordinator should explain the relationship between specific types of jobs for his students and the Classification of "Co-op" Jobs as described in Chapter IV. The coordinator should not attempt to oversell or glamorize the job descriptions because students are interested in the straight facts. He should play down the significance of cooperative salary rates and emphasize the educational values, not the monetary gain. Some cooperative institutions have found it very effective to employ upperclassmen, usually seniors, in the orientation program as "Living Testimonials" to describe their cooperative employment experiences. Academic freedom is emphasized in this connection because these students are free to present their material in their own way without fear of censorship from the faculty and/or staff.

5. Selection of Candidates for Jobs - The coordinator should explain the placement process to his students with special emphasis on criteria for selection. Three important factors should be stressed: (1) scholarship, (2) personal attributes, and (3) residence. A full description of this topic will be found in Chapter VI entitled, The Placement Process: Selection, Placement, and Verification.

6. Tips for Job Success - The coordinator should explain to his students that in order for them to obtain, to hold, and to succeed on their cooperative assignments they should have: (1) the ability to do things; (2) the adaptability to cope with new things; (3) the reliability to do things well; (4) the ability to get along with others; and (5) the ability to communicate orally and in writing.

   In addition, the coordinator should also stress, by citing examples, the importance of the following: (1) willingness to perform job duties cheerfully; (2) regularity and punctuality on the job; (3) power of observation; (4) willingness to assume responsibility; and (5) patience and understanding on the job. Patience is probably the most difficult attribute for anyone to acquire. No one ever progresses as rapidly as he would like, and evident impatience can be the very characteristic that may delay or prevent advancement.

7. Employer's Evaluation of the Student - The coordinator should discuss the purposes of merit rating and particularly emphasize the importance of this as a guidance instrument. For further information regarding merit rating refer to Chapter VII, under the section entitled, "Supervision of Cooperative Employment."

(a) Procedural Instructions - It is suggested that the coordinator use a sample copy of the evaluation form to illustrate his points regarding the procedural instructions. (Consult Appendix B for a suggested Employer's Evaluation Form.)

It is the practice of most cooperative institutions to mail the evaluation form to each student approximately two weeks before the end of each work period. The student should fill out his section of the form. This information supplies the coordinator with the necessary statistical data about the student's job. It is important to fill out the form completely and accurately. After the student has filled out his section of the form, he should turn it over to the company representative responsible for evaluating his overall performance. The employer should complete his part of the form and mail it directly to the school in the return envelope supplied.

(b) Purposes of the Evaluation Form - The evaluation form is used in two ways. First, the information supplied by the employer is used by the coordinator in counseling his students. The employer's comments made to the coordinator during his periodic visits to the company are also used as supplemental information. Second, the employer's evaluation form becomes part of the permanent record of the student. A good cooperative employment record is just as important for graduation as a good academic record.

8. Discussion of Rules and Regulations - The coordinator should point out to his students the importance of rules and regulations by emphasizing the fact that the administration and operation of an effective cooperative program requires an adequate control system to insure harmony and to protect the vested interests of all the participants in the program.

Following are some basic rules and regulations which are essential for effective program administration and operation:

(a) Eligibility Requirements - Student eligibility for participation in the cooperative program is dependent on the type of program offered by the institution, namely: mandatory or elective. Other conditions may include age, participation in sports, marital status, and academic standing.

(b) Graduation Requirement - Although most cooperative institutions do not grant academic credit for cooperative work experience, they do consider successful performance a graduation requirement. Each work period must be completed to the satisfaction of the Department of Cooperative Education. Therefore, the cooperative student must have a satisfactory employment record as well as an academic record in order to graduate.

At least half of the institutions with existing cooperative programs give some form of recognition to cooperative students for successful completion of the cooperative education program. A few institutions offer a separate Cooperative Education Certificate at graduation. Other institutions give recognition for student participation in the cooperative program by recording this information on each student's permanent record and/or diploma.

(c) Cooperative Work Agreement - It is suggested that the coordinator use a sample copy of the agreement to illustrate his discussion of this particular topic. (Consult Appendix B for suggested Cooperative Work Agreement Form.)

The coordinator should emphasize that continuity of service is the key to a successful cooperative program from the employer's viewpoint. The employer's greatest objection to initiating a program is a rapid turnover, necessitating constant training of new student employees for the job. Therefore, to insure effective administration and supervision of the program, all cooperative students must sign with the coordinator an agreement to continue on the job assigned until released by the coordinafor or dismissed by the employer. It is important to note that the agreement is not a contract for a specified period of time providing for automatic release or transfer at the end of that time.

The agreement should be between the student and the cooperative institution, not with the employer. The coordinator should point out to his students that each employer is informed about the agreement procedure at the time of establishing cooperative work arrangements. In addition, the employer understands that "co-op" trainees are not to have special privileges or priority considerations over permanent employees.

(d) Adjustment of Job Assignment - The coordinator should point out to his students that all cooperative jobs belong to the institution. Therefore, students accepting them are not at liberty to terminate them or dispose of them as they choose.

In addition, the coordinator should inform his students that requests concerning change of cooperative assignment, rate of pay, hours of work, leave of absence from work, participation in student activities while employed, or other related matters must be made through the Department of Cooperative Education rather than directly with the cooperative employer.

(e) "Own" Jobs - The coordinator should explain to his students that under certain conditions a student may be permitted to obtain his own cooperative employment instead of an assigned job by the coordinator. It is recommended that the student petition his coordinator for approval of such employment before accepting the job. (Consult Appendix B for suggested Temporary Employment Petition Form.)

Approval of a student's "own" job must be based on two prerequisites: (1) the student's "own" job must meet the same standards as an assigned cooperative job regarding training potentialities and application to the student's career objectives, and (2) all existing assignments with cooperative employers must be satisfactorily filled.

If the job is approved, the student must be informed that the "own" job becomes part of the degree requirements. The student is also expected to follow the same rules and regulations governing student participation on regularly assigned cooperative jobs.

9. Cooperative Disciplinary Problems - Pursuant to the discussion on rules and regulations, the coordinator should explain the institution's policy regarding cooperative disciplinary problems.

In most conventional institutions there are usually three types of penalties pertaining to infractions of university or college rules and regulations that the administration is presented with, namely: Suspension, Disciplinary Probation, and Scholastic Probation.

Institutions with either a mandatory or optional type cooperative program should consider a fourth type called Cooperative ("Co-op") Probation for those students who fail to perform satisfactorily on their cooperative assignments.

It is recommended that cooperative institutions establish a committee to which cooperative problem cases involving job performance and job adjustment may be presented and acted upon judiciously. Members of this committee should include representatives from the administration, teaching faculty, cooperative education department, and student body (usually seniors).

Types of problems that might be brought to this committee include: (1) the student who so conducts himself on the job as to cause his discharge; (2) the student who deliberately deserts his job; (3) the student who is not wanted back for his next work term because of unsatisfactory performance; and (4) the student who fails to inform the Department of Cooperative Education that he has been laid off his cooperative job during the work term.

10. Cooperative Work Report - Practically all cooperative institutions require at least one report a year from each student enrolled in the cooperative program as a degree requirement. The coordinator is usually the person responsible for the grading of these reports as well as the recording of them on the appropriate student record forms.

The coordinator should point out to his students that the primary purpose of the cooperative work report is to enable the student to gain the maximum experience from his cooperative assignment. Experience has shown that the requirement of a formal written report forces the student to develop an inquisitive and investigative attitude toward his job and his work environment.

The student should understand that learning on a job assignment is frequently more difficult than learning in the classroom, because it is primarily a gradual process of absorption. Therefore, the student will recognize the accumulation of knowledge more readily when he must reflect on his experiences in the writing of a formal report.

The student should also understand that the specifications for the report necessitate planning and organizing the report early in the work term. Finally, the coordinator should point out the fact that the benefits that the student derives from writing a cooperative work report will depend to a large degree on the extent of his motivation for exploring the values in his working environment, for cultivating his job experience, and for providing the necessary transfer values between classroom learning and practical experience.

PRELIMINARY INTERVIEW WITH STUDENTS

The coordinator should schedule private interviews with his students to review their interview sheets immediately following the group orientation program. Since this is the first formal interview for each student with his coordinator, the coordinator must develop a permissive and expectant avenue of communication.

Information from the student's interview sheet, grade record, and test results (if available) should be used by the coordinator to make an initial appraisal of the student's qualifications for cooperative employment. Since this is a career probing type of interview, the particular areas of interest to the coordinator are the student's: (1) interests, aptitudes, abilities, and personality traits; (2) personal history; (3) previous work experience, including part-time work; (4) range of extracurricular activity; (5) academic subjects liked and disliked; (6) special skills for employment use; (7) choice of major field; (8) job preferences and aspirations; (9) division preference; (10) ultimate vocational objective; (11) reasons for choosing "co-op" program; (12) philosophy of life and attitudes and opinions about self, school, and work.

It is most important that the coordinator record the results of each interview as soon as possible after the completion of the interview. He should particularly note how each student conducted himself during the interview with special emphasis on the following factors: appearance; degree of maturity; personality traits, poise, and peculiarities of speech, manner, and movement. The coordinator should record any other pertinent observations made during the interview, including his opinion regarding the student's "placeability" in cooperative work.

MAKING DIVISION ASSIGNMENTS

One of the primary responsibilities of the coordinator is making division assignments for the students under his jurisdiction. The successful administration and operation of a cooperative program necessitates dividing the student body into two approximately equal groups to provide the "pairing of students" on cooperative assignments.

The coordinator should consider the following factors in making division assignments:

1. Student's Preference - Each student, during his initial interview with his coordinator, should be given an opportunity to express his division preference and the reasons for his choice. The coordinator should note this information on the student's interview sheet. It is very important that the coordinator inform each student during his interview that his division choice will be carefully considered, but that there is no guarantee that his choice will be granted.
2. Imbalance - The coordinator should consider his present balance of upperclassmen before making division assignments for new entrants. Because of attrition among his upperclass students, the coordinator may have to assign additional entrants to a particular division in order to maintain a more even distribution between the two divisions. In addition, the coordinator may have to pair new entrants with upperclassmen from the same geographic area to make teams for job placement in given locations.
3. Academic Standing - It is extremely important that the coordinator avoid placing all of his better students in one division. By the same token, he should not assign all of his marginal students to one particular division. In the latter situation, the coordinator must make an educated guess as to

the attrition possibilities of his marginal students. He must divide his marginal students in the hopes that the attrition rate will be about the same in the two divisions.

4. Job Locations and Timing - The coordinator needs to consider that he may have some good jobs which are difficult to fill because of their location. Therefore, he must constantly look for students who live near these specific job locations and assign them to divisions according to the timing of the job openings.

5. Geographical Locations of Students - The coordinator should be careful not to assign all students who live in the same town or neighboring town to the same division. Oftentimes, these students know each other and will try to convince the coordinator that they should be placed in the same division in order to maintain their peer-group friendships during their school years. However, the coordinator must consider the operation of his program and explain to these students the necessity for maintaining "two-man teams" in all geographic areas to insure continuity of employment.

6. Extracurricular Activities - The coordinator should give careful consideration to the division preferences of students who participate in sports and other extracurricular activities. He should make every effort to assign these students to division assignments which most closely coincide with the timing of the particular student activity. (Refer to Chapter VIII, under the section entitled, "Counseling Special 'Co-op' Placement Problems," Athletes.)

CHAPTER VI

THE PLACEMENT PROCESS: SELECTION, PLACEMENT, AND VERIFICATION

SELECTION OF STUDENTS

What is Selection? Selection is the process of matching the student's qualifications with the employer's requirements and referring the best qualified student to the employer for an interview. The coordinator's primary objective is to choose the right student for the right cooperative job. The coordinator should constantly keep in mind the need for flexibility in matching students and jobs because of the many variables--human as well as mechanical. Each placement must be considered individually. However, students and jobs cannot be expected to fit together like a hand in a glove.

Importance of Good Selection - The importance of proper selection requires constant attention. The success or failure of the school's cooperative program depends on how well the needs and interests of the students are satisfied, and on how well the job needs of the employer are met. Unless the importance of good selection is emphasized, employers will lack confidence in the institution's cooperative education program, and ultimately they will lose faith in the general effectiveness of the cooperative system of education.

Criteria for Selection - The coordinator should consider the following factors in the selection and placement of his students on cooperative assignments:

1. Scholarship
    - (a) High academic standing is essential for formal training programs.
    - (b) Selection should be deferred for students on "Scholastic Probation" until the conditions of "Probation" have been fulfilled.
    - (c) High grades should not be the only criterion for selection.

(d) Many cooperative institutions use a minimum "2.0" grade point average for student eligibility in the program.

2. Personal Qualities

(a) Personality and good grooming usually carry equal weight with scholarship on the better job assignments.

(b) Oftentimes, these two personal attributes may carry more weight in job situations where the emphasis is not on high scholastic attainment.

(c) Ability to communicate effectively both in speech and in writing is essential.

3. Residence

(a) Many students desire placement close to home because of financial reasons.

(b) Students assigned to out-of-state jobs are usually expected to pay their own transportation costs and to make their own housing arrangements.

(c) Women students assigned to out-of-state jobs must submit an approval slip signed by their parent or guardian prior to their placement. (See Appendix B for sample form.)

Emphasis on Individual Differences - The coordinator must consider individual differences in making decisions on selection and placement.

1. Interviewing

(a) The coordinator should appraise the student in the light of what he is and what potential he has for advancement.

(b) The coordinator must project the student into the working environment by asking himself these questions:

1. Will he perform well on the job?
2. Will he be interested in the work and satisfied with the working environment?
3. Has he growth potential--ability to assume new duties with greater responsibilities?
4. Does the job fit the abilities and aptitudes of the student and coincide with his interests and career plans?

2. Placement

(a) Business, industry, and the professions have need for students at all levels of ability and ambition.

(b) The coordinator should be able to identify certain "dead-end" jobs.

(c) It is not wise to assign top students to "dead-end" jobs.

(d) It is not good practice to assign marginal students to jobs leading to training opportunities.

(e) It requires discrimination and judgment to recognize appropriate cooperative opportunities for the so-called "average" students.

(f) It is sound practice to place students with as many employers as possible rather than place large numbers with a chosen few.

(g) It is wise to place as many students as possible with long-established companies.

(h) It is good policy to limit "co-op" placements during periods of peak production to avoid mass student layoffs with the first slight business depression.

Importance of Recorded Information - The coordinator is usually not with the students or the employer when he is making initial selection and placement plans. Therefore, the success of these functions depends in large part on the amount of information on the student's cooperative interview form as well as the recorded cooperative job descriptions.

Failure of the coordinator to provide his students with dependable information about the employers and employment conditions may result in serious placement problems. Students should not learn what the employer expects of them after beginning their cooperative employment. Therefore, it is the responsibility of the coordinator to make available to his students up-to-date information regarding working conditions, personnel policies, wage rates, working hours, fringe benefits, and opportunities for advancement.

The Selection Interview - The primary purpose of the selection or prereferral interview is to obtain further information from the student which will enable the coordinator and the student to make a mutual decision as to the best cooperative assignment for the student.

During the course of the interview the coordinator should: (1) verify the information recorded on the student's cooperative education placement form concerning personal history, education and training, previous work experience, choice of division assignment, choice of major, vocational objective, and type and location of cooperative job assignment; (2) request additional information, if necessary; and (3) determine through further questioning whether or not the student is qualified for and is interested in a particular cooperative assignment.

There are two common mistakes made by new coordinators in the selection and placement process:

1. The coordinator should not make the mistake of beginning the selection interview by informing the student he has a specific cooperative job for him before deciding that the student is qualified.
2. The student should not be told too much about a specific job during the selection interview until the coordinator is convinced that the job assignment basically meets the student's needs, qualifications, and future career plans.

If the student is given all the information about a particular job first, he might, in his anxiety, make a hasty decision that would not be in his best interests. Therefore, the coordinator should not intentionally or inadvertently compound the problem of selection and placement by creating more troubles for himself and his students.

PLACEMENT OF STUDENTS

The Placement Interview - The basic purpose of the placement interview is to give the student referral instructions. The coordinator gives the selected student applicant detailed information about the job, the name and address of the company, and the name and position of the person to whom he should apply.

In addition to supplying the student with the basic referral information, the coordinator also instructs the student to report to him the results of the interview at the company. The coordinator should also give the student some helpful suggestions on how to conduct himself in the employment interview to improve his chances of securing the job. Many able cooperative students experience difficulties in securing cooperative employment because of their inability to present their qualifications in an effective manner.

At the completion of the placement interview, the student is given a Cooperative Work Agreement to fill out and a Card of Introduction to the employer.

1. As previously indicated, the purpose of the Agreement is to insure a mutual understanding between the student and the coordinator that the student is to continue on the cooperative assignment until transferred by the coordinator or released by the employing organization. The Agreement should serve as an instrument to promote the cooperative efforts of both the student and the employer toward optimum placement satisfaction. (Consult Appendix B for suggested Cooperative Work Agreement Form.)

2. The Card of Introduction serves three purposes:

   (a) It provides the name and address of the employing organization as well as the name and position of the company representative who is to interview the cooperative student.

   (b) It introduces and identifies the student applicant to the employer.

   (c) It provides the employer with a form for reporting the results of the interview to the Cooperative Education Department. (Consult Appendix B for suggested Card of Introduction Form.)

It is suggested that the coordinator request the student to telephone the employer and make his own interview appointment. The primary reason for this request is to further impress upon the student the importance of selling himself at every opportunity.

Number of Students to Refer - The number of cooperative students that the employer wishes to see depends upon his time, his estimate of how well the coordinator can select candidates for the job, and the available student labor supply.

From the coordinator's viewpoint, the number of referrals he makes depends upon his student workload, the time available, and the number and types of job openings to be filled. With the exception of training programs and other similar competitive opportunities which require multiple referrals, the coordinator should, as a general rule, consider a single student referral for a single job opening. An employment interview should be required for each student on the job site so as to discourage the practice of "blind employment hiring." It is recommended that each student have only one job interview at a time, and not be considering a number of cooperative job opportunities at the same time.

Since there are more students available for some jobs than for others, employers look to the coordinator to screen the candidate, sending for interviews only those students whose qualifications meet the requirements of the jobs.

VERIFICATION OF STUDENT REFERRALS

Verifying Placement Results - One of the most frustrating problems for a coordinator is the procrastination by some employers in notifying the Department of Cooperative Education of their employment selections. Because of the coordinator's student workload, number of jobs to be filled, time available, and many other pressures which exist during the "changeover" period, it is essential for the coordinator to know as soon as possible whether or not the student referred was accepted by the employer. If the student is not accepted, the coordinator may wish to refer other students.

The student's Card of Introduction, furnished for the convenience of the employer, is not always used by the employer as requested by the Department of Cooperative Education. Therefore, if the coordinator does not hear from either the student or the employer regarding the outcome of a particular job interview within a reasonable period of time (approximately one week), the coordinator should telephone the employer and tactfully request a decision.

Recording the Placement Results - Appropriate entries by the coordinator about his student referrals should be made in his Cooperative Firm Book, Student Lists, and Weekly Report. In addition, placement results should also be recorded on the appropriate Student Card Files and Cooperative Company Files, which are permanent records in the Cooperative Department Office. (Consult Appendix B for suggested Record and Report Forms.)

The following items of information should appear on the appropriate record forms:

1. Student accepted by the employer.
2. Student rejected by the employer. It might be helpful for the coordinator to note somewhere in his records the reasons for a student's rejection by an employer. The common reasons for rejection are: (1) failure to report for an interview; (2) employer changes his mind about job opening; (3) inability of student to sell himself; and (4) student loses out in competition with others.
3. Cooperative assignment refused by the student with accompanying reasons for refusal.

CHAPTER VII

FOLLOW-UP AFTER PLACEMENT

The effective coordinator regards his primary duty as that of assisting the cooperative student to achieve maximum educational and vocational adjustment. He does not consider this responsibility discharged by merely placing the student in a cooperative assignment. He realizes that without follow-up, neither the student nor the employer is completely served. Also, follow-up is the only sure way for the coordinator to determine how well he is performing his placement function.

SUPERVISION OF COOPERATIVE EMPLOYMENT

Importance of Rules and Regulations - The coordinator will soon realize that it is not easy to find and to maintain cooperative jobs for his students unless he can make some assurances to employers. Employers will be most interested in continuity of service. Therefore, those responsible for the administration and operation of the cooperative program should establish and maintain an adequate control system (rules and regulations) to insure harmony among school officials, employers, and students. These rules and regulations should protect the vested interests of all the participants in the program.

These rules and regulations are frequently unilateral in that they impose certain restrictions on students without imposing similar ones on cooperative employers. It is the responsibility of the coordinator to prevent the abuse of the program by the employers. The coordinator should make every effort to insure that the employer, in looking after his own immediate employment needs, does not sacrifice the educational values that students should derive from the cooperative program. Also, the employer should not expect the cooperative institution to sacrifice the student in order to preserve good employment relations.

Generally speaking, the coordinator should not make "co-op" arrangements with a new employer unless there is a reasonable chance of maintaining job coverage for at least a year. In addition, he should keep in mind the employer's need for continuity of service when he is attempting to adjust job assignments for his students who are frequently seeking change and advancement. Therefore, the cooperative rules and regulations must insure some reasonable measure of continuity for the employer and still permit adequate flexibility so that the student can be transferred from an entry job to a job situation that provides him with greater responsibilities and educational development.

Need for Merit Rating Scale - Practicality dictates that some form of standardized merit rating scale be employed by the Department of Cooperative Education in order to maintain how well the students are performing on their cooperative assignments. As previously indicated, this merit rating guide is usually referred to as the Employer's Evaluation Form. (Consult Appendix B for a sample copy.)

Most cooperative students soon learn from their cooperative employment that their greatest satisfaction comes from doing a good job, from learning new skills, and from tackling assignments of increasing scope and difficulty. Each student wants to know: (1) how he stands, (2) what is expected of him, (3) what his supervisor thinks about his job performance, and (4) what he should be doing to improve his performance in order to advance in his chosen vocational objective.

Therefore, it is essential that every cooperative institution use some form of merit rating scale for informing students about their job performance. The information solicited by the cooperative institution from the employer should be used for guidance purposes as well as to enhance coordinator-student-employer relationships. This evaluation instrument should provide the coordinator with a guide for making decisions about training, promotions, transfer, or other matters relating to the student's job performance.

1. Performance Rating Factors - It is suggested that a judgment on the basis of the following attributes will produce a rating scale which will be reasonable and equitable for all cooperative students: application, aptitude, reliability, confidence, accuracy, initiative, interest, and cooperation.

   The usual procedure is for the employer to grade each student on each of the aforementioned characteristics that apply to the student's particular job. The student will be rated on the basis of the requirements for satisfactory performance in that job and by comparison with others doing the same or similar work. It is important that the coordinator suggest to his employers that they rate each student on his individual merit, not in comparison with his alternate on the same job. In addition, the coordinator should emphasize to his employers the importance of including constructive criticism in the student's evaluation report, because the sooner the student knows of his weaknesses, the sooner he can set about correcting them.

2. Advantages of Merit Rating - Generally speaking, all participants in the cooperative program gain from the use of a meriting rating system. In conjunction with other records, it serves as a useful guidance tool for the coordinator in performing his selection, placement, and counseling functions. The cooperative employer, in rating everybody, will consider more carefully each student's performance and will be more aware of the abilities and accomplishments of all those in his employ.

   The advantages of a merit rating system to the cooperative institution, to the employer, and especially to the students, may be summarized as follows:

   (a) Tells the student how he stands at regular intervals.

(b) Identifies the student's weaknesses that may be corrected through counseling.

(c) Helps the student and his "co-op" employer to know each other better.

(d) Gives the student a chance to express his ideas, amibitions, complaints, and difficulties in discussions with his coordinator.

(e) Provides records of his work performance.

(f) Serves as a guide for up-grading, promotion, transfer, and further training.

(g) Minimizes personal biases and snap judgments, and focuses attention on good job performance.

3. Problems of Merit Rating - The coordinator should be aware of some of the problems and dangers of merit rating when conducting progress and adjustment interviews with his students. Some of these problems include:

(a) The coordinator should realize that many times an employer has a tendency to rate a student either high or low in many traits because he believes the student to be high or low in a particular trait. In other words, it is difficult for the rater, especially an untrained one, to isolate and rate separately the various traits that a student may possess. This is known as "the halo effect!"

(b) The coordinator should also consider the differences among employers in their leniency or strictness regarding the rating of a student's job performance. In considering these differences, the coordinator should keep in mind the varying degrees of difficulty of cooperative jobs.

(c) Finally, the coordinator should guard against assigning numerical ratings to students and indiscriminately labeling or categorizing students merely on the basis of the subjective findings contained in a single employer's evaluation report.

Regardless of the pros and cons of merit rating, the Employer's Evaluation Form does indicate how a student in one particular cooperative assignment was observed, studied, and rated by his employer. Both the student and the coordinator should understand that the evaluations are tentative, not final labelings by the employer.

FOLLOW-UP PROCEDURES

Personal Visits to Employers - Effective follow-up by the coordinator requires contact with both employers and students. This means that the coordinator must make regularly scheduled personal visits to the employers of his students as well as to conduct follow-up interviews with his students after each work period.

1. Reasons for Follow-up Visits - There are several basic reasons for the coordinator's making regularly scheduled visits to the employers of his students.
    - (a) To obtain first-hand knowledge of the types of jobs in which his students are engaged.
    - (b) To see that these jobs meet the specific requirements for cooperative work assignments.
    - (c) To obtain progress reports on each student's job performance for counseling purposes.
    - (d) To obtain for record purposes up-to-date information about job descriptions, qualifications needed, working hours, wage rates, and other related company facts.
    - (e) To uncover new job openings as well as to suggest expanding the program, if necessary.
    - (f) To promote good public relations and rapport with employers for the growth and development of cooperative education.
    - (g) To inform employers of any change of status of a student employee regarding his grades; change of major; change of career plans; and to give the employer any feed-back information from the student (unless confidential) regarding his feelings about his job, dissatisfaction about his performance report, or after-graduation plans (if applicable).
    - (h) To obtain information from the employer about any pending change in his use of the cooperative plan.
    - (i) To render such effective service that the employer will wish to maintain student employment at full strength during slow business periods.
2. Timing the Follow-up Visits - Before the coordinator makes his initial follow-up visit to a new cooperative employer, he should allow enough time for the

employer to evaluate the students and, in turn, for the students to appraise their jobs. In the case of entry jobs, the inquiry may be made approximately two weeks after placement. In the case of training programs, follow-up may be deferred until a month or six weeks after placement.

In general, the coordinator should average a minimum of one visit to each local company during a quarter or semester, and at least one visit a year to his out-of-state employers. However, the coordinator should keep in mind the importance of follow-up after placement, also keeping in mind that he does not want to wear out his welcome at the companies that he is serving.

3. Recording the Follow-up Visits - It is essential that the coordinator write up his company visits in his own records for future counseling purposes. The recorded information should be available for referral purposes by supervisory personnel as well as staff personnel. Comments should be brief and to the point. (Consult Appendix B for suggested Coordinator's Company Information Sheet.)

Postreferral Interviews with Students - To complete successfully the follow-up process of tracing the outcome of each act of placement, the coordinator must conduct postreferral interviews with his students upon their return to campus after each work term. The basic purposes of the post-job evaluation interview are: (1) to confirm or reappraise each student's qualifications in the light of the employer's evaluation report, (2) the coordinator's evaluation based on personal visits to the student's employer, (3) the student's cooperative work report, and (4) the student's general comments about his cooperative assignment.

In conducting postreferral interviews with his students, the coordinator should constantly keep in mind the fact that it is seldom possible for a student to achieve a perfect correlation between theoretical knowledge gained during an academic period and practical application of the theory during the subsequent work period. Cooperative assignments available to the students are too diversified to permit such a perfect melding of classroom theory and practical work application.

He should also realize that some student work experiences will be negative, while others will be positive in terms of both our cultural value system and the individual differences among students. In addition, transfer values from these cooperative work assignments will vary greatly from student to student because of the degree of maturity and judgment of each student.

1. Review Job Performance - Before the coordinator schedules postreferral interviews, he should prepare himself beforehand by examining each student's evaluation report, by reviewing his company visit write-ups, and by assembling any other pertinent data about each student's job performance.

   The coordinator should then schedule each student individually for a private conference to discuss his evaluation report. However, scheduling of appointments should not wait on the receipt of the employer's evaluation form. If necessary, the coordinator should reschedule those students whose job rating sheets are returned late.

   The purpose of reviewing the employer's evaluation report with the student is to help him recall some of the job performance details which may either support or differ from the employer's judgments. The coordinator should encourage the student to talk freely about his job performance ratings.

   Although the students want to know where they stand, the coordinator may feel that what his students really want is to be told they are doing a fine job regardless of whether or not their performance warrants it. However, the coordinator cannot help his students if he is not honest in his assessment and appraisal of the student's job performance.

2. Discussion of Cooperative Work Report - The primary purpose of the cooperative work report is to enable the student to derive the maximum learning experience from his job assignment. It is the coordinator's responsibility to read and grade these cooperative work reports, and to return them to his students during their postreferral interviews.

   In reviewing the student's cooperative work report with him, the coordinator should treat the report as a valuable instrument of communication. It gives the student an opportunity to describe, in acceptable standards of composition, his job assignment in terms of his experiences, observations, explorations, and personal contacts. It serves as a valuable guide for the coordinator because it enables him to see how articulate the student is regarding his ideas and opinions, his plans for the future, and the benefits derived from his job assignment in particular and from cooperative education in general.

3. General Discussion of the Work Period - After reviewing the Employer's Evaluation Form and the cooperative work report with the student, the coordinator should direct the discussion to the student's general impressions of his work period. This usually has a good psychological effect on the student, because it provides a change of pace from the previous soul-searching type of interview to one of general conversation.

   The coordinator should obtain answers to such questions regarding the student's work period as:

   (a) How do you see your role as a cooperative student?

(b) What have you learned about your interests, abilities, and personality development?

(c) Do you feel that your cooperative employment provided an effective orientation to the world of work in terms of your vocational objective and career development?

(d) What extracurricular benefits did you derive from your work period?

(e) Do you see any ways in which the Department of Cooperative Education can be more helpful?

With the completion of the postreferral interviews, the coordinator has finished his follow-up activities pursuant to his placement function. Fortified with this timely information, the coordinator can more effectively serve in his role as middleman in the dynamics of coordination. In addition, he can make better decisions pertaining to any adjustments of job assignments for his students.

CHAPTER VIII

HANDLING STUDENT PROBLEMS

NATURE AND SCOPE OF COUNSELING

Counseling is the core of the cooperative education program. Follow-up activities after placement necessitates some type of counseling of his students by the coordinator. In addition, students seek occupational information in order to help them make sound choices, plans, and adjustments concerning their career plans. Students also seek counsel and advice regarding their educational, vocational, and personal development.

Since most coordinators are not professionally trained as clinical counselors, any in-depth adjustment counseling performed by the coordinator is usually in the form of identifying problems without diagnosing them; acting as a referral agent regarding special problems; and reviewing the findings of specialists relative to other adjustments of his students.

Definition of Counseling - Counseling is: (1) a highly personal two-way exchange of information between the coordinator and the student; (2) a planned interview with a definite purpose; and (3) an attempt to effect a satisfactory adjustment by helping the student to see his problem and to solve it in his own way.

As a counselor, the coordinator should assist the student in achieving self-understanding so that he can then make a more effective adjustment to the environment in which he lives. For the student, maintaining or recovering a proper degree of adjustment, may require the solution of certain problems; or it may require making a choice or a decision of some other kind.

Counseling for all Students - The coordinator should make counseling assistance available to all of his students as a regular part of the cooperative program. Counseling should serve to prevent serious maladjustment of students by assisting them to meet personal problems as they arise. However, the coordinator should not permit problem cases to monopolize so much of his time that he is unable to provide effective counseling for the rest of his students.

The Effective Counselor - To be an effective counselor, the coordinator should seriously consider the following factors:

1. Emotional Maturity - The coordinator should possess good self-control. He should not allow his own problems or prejudices to affect his attitude toward his students. He must learn to accept students as he finds them. He should understand both the student's thinking as well as his feelings. .

2. Interest and Faith in Students - The coordinator must have a sincere interest in young people and a strong desire to help them with their problems. He must understand and appreciate individual differences with respect to child growth and development.

   Put in terms of young people, this means that they feel the need for arguing about religion, sex, politics, school life, and family life. As a counselor, the coordinator must understand this as a form of groping, see the revolt against the restriction of childhood as natural; and not take all this questioning, testing, and cynicism too seriously.

   The coordinator must remember that he cannot be all things to all people. Therefore, he must try to assist his students with proper guidance, and, above all, to be patient with them.

3. Importance of Objectivity - The coordinator must be as objective as possible about facts, events, and persons. He must either have this as a natural trait or acquire it. Too close identification may be as bad as the absence of sympathetic understanding. The coordinator must recognize his own limitations. He must also recognize the limitations of the counseling process itself, which can only help those who want to help themselves.

4. A Good Listener - It is essential that the coordinator be an active, interested listener during the counseling interview. To be an effective counselor, the coordinator should remember that he can learn more by listening than by talking.

Some Student Reactions to Counseling - The coordinator should be aware of some of the reactions expressed by students regarding the counseling process.

1. Reactions to Suggestions or Criticism

   Some students resent suggestions or constructive criticism even when they have forced the coordinator into making the suggestions. The coordinator should guard against too much projection in such situations.

   There are many students who need only an unbiased, but sympathetic friend since they are merely seeking encouragement. On the other hand, there are some students who are so receptive to suggestions that it is almost to the point of "apple polishing." The coordinator must be extremely careful in this situation.

2. The Returnee

There are some students who come back again and again to the coordinator. The coordinator may feel that this shows excellent progress; when, in reality, the students may be simply looking for someone to make their decisions for them. For the most part, this group comprises the marginal students, who are either unable or unwilling to accept the responsibility for making their own decisions.

3. Playing One Against the Other

The coordinator will surely run into the clever students who will use the coordinator as a foil against the other coordinators, other school officials, and parents. In other words, the student may only be seeking the coordinator's suggestion or approval in order to get around an action by someone else. As is very often the case, the coordinator's suggestions may be deliberately or unconsciously misinterpreted by his students.

TECHNIQUES OF COUNSELING

Whether to use directive or non-directive counseling is not a matter of preference, but a matter of deciding which method will best get the job done in a particular situation. For example, if a student is merely seeking confirmation for his own solution to a problem, a more direct approach may be used. However, if a student seems confused, upset, or frustrated about a particular problem, then a non-direct approach may be more effective.

Briefly, the difference between directive and non-directive counseling is primarily a difference of degree rather than kind. In the former, the counselor assumes a more dominant role relative to planning, arranging, analyzing, and treating the problem; whereas, in the latter, the non-directive approach is strictly client or student-centered. In other words, the counselor plays a more passive role in that he does not attempt to solve the student's problem. Regardless of the method used, the end result should produce the best psychotherapeutic values for the student.

It is most important for the coordinator to understand that while the counseling process has tremendous potentialities for service to the student, it has strong possibilities for harm as well.

Although the coordinator plays an important and influential role with his students, he must resist any form of "God-playing." He must also resist any attempt to mold his students according to his own set of standards.

Conducting the Non-Directive Interview - If a catharsis is to be brought about in a student because of his attitude and feelings towards a particular problem, the coordinator should use non-directive counseling. This strictly client-centered method of interviewing provides the student with an outlet for his pent-up feelings.

In conducting The Interview to Get Opinions and Feelings, the coordinator should consider the following procedures:

1. Put the Student at Ease
   - (a) Be prepared for the interview.
   - (b) Be professional in your approach.
   - (c) Be open-minded and permissive.
   - (d) Be friendly, but objective.
2. Be an Understanding Listener
   - (a) Encourage the student to tell his story in his own way, at his own speed.
   - (b) Note student's reactions.
   - (c) Note student's actions and feelings.
   - (d) Note student's change in attitude.
   - (e) Curb your own reactions.
   - (f) Be prepared for any shock.
   - (g) Do not interrupt.
3. Encourage Further Expression by the Student by Using "Listening Response" Techniques.
   - (a) Respond by manner--a nod of the head, a smile, a "listening" pause.
   - (b) Use brief neutral responses like "That must have been interesting." "I see." "I understand."
   - (c) Repeat the last remark or phrase of the student in the form of a question. For example, if the student says, "I don't like my 'co-op' job any more--it's different!" The coordinator might then repeat in a questioning tone, "It's different!"

4. Phrase Questions Carefully

    (a) Ask specific questions.
    (b) Futile questioning arouses suspicion; probing causes withdrawal.
    (c) Accept student's feelings as paramount and basic.
    (d) Answer specific questions objectively; do not over-personalize.

5. Point Out Related Facts

    (a) Talk for a purpose.
    (b) Eliminate unnecessary verbiage.
    (c) Do not attempt to solve things intellectually when there is any emotional element involved.
    (d) Be careful of semantics because the student will interpret your words according to his mood.

6. Things to Avoid

    (a) Do not jump to conclusions.
    (b) Avoid undesirable attitudes which might affect your counseling.
    (c) Avoid digging into the private affairs of the student.
    (d) Do not be argumentative, by making the student defend himself.
    (e) Do not be over-critical and too prone to censorship.
    (f) Do not make promises.
    (g) Avoid personal examples whenever possible.
    (h) Do not emotionalize or over-empathize.
    (i) Do not cross-examine or lecture.

Methods of Advising - Advising should be based on effective counseling beforehand. Assuming that the coordinator has made an adequate analysis of the student's problem as well as a correct appraisal of the student's readiness to accept advice, the coordinator is then ready to advise the student on a plan of action.

The coordinator should consider the following suggested approaches:

1. The Direct Method - The coordinator states his own opinion regarding the most satisfactory choice, action, or program to be made and carried out by the student.

    This procedure is suggested when the student insists upon a straight-forward opinion from his coordinator. It is also used with the student who persists in an action which the coordinator feels will lead to failure.

    Another use of this approach is when counseling a timid student unable to decide upon any program of action. The coordinator may tactfully suggest a particular action in order to relieve the student of further anxiety.

2. *The Persuasive Method* - The coordinator should not attempt to do the student's thinking for him but, rather, to urge him to consider all the pertinent facts in a particular situation before making his decision.

   The coordinator attempts to assemble all the pertinent data in such a reasonable and logical manner that the student is able to anticipate clearly the probable outcomes of alternative actions.

3. *The Explanatory Method* - This is undoubtedly the most complete and satisfactory approach. In using this method, the coordinator must give more time to explaining the significance of diagnostic information and to suggesting possible situations in which the student's potentialities can be better used.

In advising the student about a program of action, the coordinator must start at the point of the student's understanding of the problem. It is most important that the coordinator carefully explain why he advises the student to pursue a particular course of action, because he wants to motivate the student to *review* and *accept* or *reject* the arguments for and against different plans of action.

Generally speaking, the coordinator should not make the student's decision. Nevertheless, many students come to the coordinator in an emergency situation which demands immediate action. In such cases, it is not possible to devote extensive time to assisting the student "to arrive at his own decision." Rightly or wrongly, the cooperative program demands that immediate action be taken. There is as much danger of error in being "passive" as there is in being "domineering" or "autocratic." The coordinator must be flexible in his approach and adapt his counseling methods in accordance with the particular situation. There is no general procedure that is applicable for all students. The essence of counseling is to do what needs to be done to assist the student.

COUNSELING SPECIAL "CO-OP" PLACEMENT PROBLEMS

As a placement counselor, the coordinator must understand and appreciate that there are opportunities for guidance in every type of experience, but that the greatest opportunity for guidance exists when the cooperative student feels need for help, counsel, and advice.

There are a number of special "co-op" placement problems which require the coordinator's sympathetic understanding and best judgment as well as his patience and self-control. The following examples illustrate some of the difficult problems which the coordinator may encounter.

Athletes - Since most cooperative institutions operate on "elective" or "optional" cooperative program, student athletes can be restricted to the full-time, conventional program. However, when athletes do participate in the cooperative program, the coordinator must keep in mind that the athletic department is primarily interested in producing good representative athletic teams rather than a cooperative program.

The coordinator should consider the following procedures:

1. Division Assignments

    (a) Assign each athlete, whenever possible, to a division which enables him to be in school at the same time as the particular sport's activity.

    (b) Request the athletic department to suggest a division assignment for a student participating in more than one sport.

2. Placement Procedures

    (a) Place athletes on job assignments which pose little or no problems regarding location or working hours which may conflict with practice sessions.

    (b) Place athletes with real conflicting problems on campus jobs--maintenance department, library, cafeteria, laboratories, and various academic and administrative departments.

Foreign Students - Foreign students are difficult to place for three reasons:

1. Since they are not citizens of the United States, security clearance is a real problem. This affects chiefly those students majoring in engineering, science, or business administration who desire cooperative jobs in defense-oriented occupational fields.

2. Most employers will not consider them for training programs or other long-range assignments leading to possible after-graduation employment. They are in this country only on student visas and will return home upon completion of their education.

3. Cultural and language differences in many cases make placement difficult.

In discussing placement opportunities with these students, the coordinator should emphasize the importance of, and the necessity for, flexibility regarding their vocational choices.

Marginal Students - Although some of these students possess qualities which in large measure compensate for their low grades, the coordinator should not permit this to influence his judgment in assessing their capabilities. It is usually advisable to place them on jobs better suited to their capacity.

Oftentimes, these students try to monopolize most of the coordinator's time with their problems. The coordinator should be fair, but firm, in his counseling approach, because he must help them realize that their marginal status precludes their being considered for more challenging cooperative assignments.

Married Students - Two factors which sometimes create difficulty for the coordinator in the placement of married students are job location and cooperative salary rates. Since the married student does not always have the same high degree of mobility as the single student, the coordinator is sometime hard-pressed to find suitable cooperative employment reasonably close to the student's place of residence.

The second factor, and probably the more difficult for the coordinator to control, is that of cooperative salary rates. As previously indicated, most employers pay the same going rate for cooperative students as they do for full-time employees with similar qualifications for a particular job. In addition, they do not usually differentiate between married and single students in the matter of salary. Therefore, the coordinator must keep in mind that the employer is interested only in whether the student has the necessary qualifications for a particular job, not his marital status.

Students with No Vocational Choice - The majority of cooperative students have made no definite decisions about their career objective. Some are uncertain about their vocational choice; while others have made an unwise choice. The coordinator should understand that most vocational problems are primarily personal problems which frequently must be solved before real progress can be made in the choice of a career.

Most personal problems stem from emotional, social, health, or financial sources. Although students tend to disguise their personal problems in their discussions with the coordinator, he should watch for some of the following causative factors which contribute to the inability of students to make sound vocational choices.

1. Lack of occupational information.
2. Lack of vocational experience.
3. Parental domination.
4. Influence by own peer group.
5. Influence by teachers or high school guidance counselors.
6. Inability to analyze their interests, aptitudes, and abilities.
7. Inability to analyze their chances for success in scholastic or vocational competition.
8. Feelings of inferiority, inadequate social skills, and unfortunate personality traits.
9. Inadequate financial resources.
10. Fear of making the "wrong" choice.
11. Lack of interest in or difficulty with his studies.
12. Ignorance of the existence of certain occupations.
13. Physical or mental handicaps restricting a vocational choice.
14. Unrealistic self-analysis frequently fostered by parents.
15. Personality problems resulting from family conflicts, problems of speech adjustment, disciplinary problems.

Oftentimes, the coordinator will find it difficult to reach a mutual agreement with these students regarding their choice of cooperative employment. They usually worry a great deal about little things and consequently compound the placement problem by assuming too much or by manufacturing problems which do not exist. Therefore, these students, who represent all levels of ability, are apt to refuse several cooperative assignments without substantial reason.

Following are some suggested techniques which the coordinator should consider in counseling his students regarding their vocational objectives:

1. Determine what occupations the student has considered and the reasons for each choice.

2. Determine what occupations the student may have rejected and why.

3. Determine the extent of the student's vocational experience and his attitude toward this work experience.

4. Consider the implications and significance of his hobbies, interests, and extracurricular activities in school.

5. Help the student to understand the reasoning behind the process of matching his strengths and weaknesses against occupational requirements.

Physically and Emotionally Handicapped Students - The coordinator must exercise sound judgment and discretion in the placement of physically or emotionally handicapped students. He must be sympathetic but, at the same time, realistic about their problems.

Some of the more common disabilities the coordinator may encounter are poor vision, poor hearing, loss of limb, speech defect, and paralysis. The coordinator should be especially aware of the fact that some of these students have an accompanying emotional problem which is frequently more difficult to handle than their physical handicap. In this event, the coordinator should refer such cases to the health department of the institution.

Those students who have personality problems may be rejected by many employers. The same is true of the physically handicapped because of the necessity to qualify by physical examination for company programs. Speech difficulties may also cause placement problems because the student does not have a chance to make a good impression in the initial interview.

The coordinator must do an excellent selling job with employers in order to get them to hire these students. It is suggested that the coordinator approach those employers with whom he has excellent rapport before contacting new ones.

Unions - Although the growth of unions has definitely affected cooperative assignments by restricting cooperative students from the various skilled trades and from many production jobs, the union movement has not seriously impeded the growth of cooperative education. In fact, the union movement has indirectly helped cooperative education because there is an increasing number of cooperative employers with union shops who consider "Co-ops" as junior management trainees in their organizational structure.

The coordinator should be as objective as possible about any union influence on employment practices which might affect his cooperative students. The following are illustrations of typical problems which the coordinator might encounter.

1. The student, who is working in a production job as part of his cooperative training, may be requested by union officials to join the union.
2. The student who is asked to cross the picket line during a strike.
3. The student who desires cooperative employment with a union and is first required to join.

It is recommended that the coordinator permit the student to make his own decision in such cases. Since this concerns the student and the company, the cooperative institution should not intercede except to protect the student if it seems necessary.

In the event that the student does not wish to be involved in any union dealings, the coordinator should inform the employer of the student's feelings. If the employer cannot help the student, the coordinator should release the student and place him in another cooperative assignment.

Women Students - Generally speaking, women students, who are enrolled in the cooperative program, present more difficult placement problems for the coordinator than men students. Following are some of the problems which tend to restrict their cooperative employment opportunites: (1) transportation to and from "co-op" assignment; (2) room and board arrangements on away-from-home jobs; (3) jobs involving night shifts; (4) limited employment opportunities in industry, except clerical positions; (5) competition for most "co-op" jobs favor male students, except in women-oriented occupations; (6) training program opportunities limited because of the marriage factor; and (7) working conditions most important to women students.

Women students who are majoring in professional fields leading to occupations in which competition is open will have far less difficulty in securing cooperative employment. However, women students who are strongly motivated toward professional, male-oriented occupations will find competition with men students difficult. Therefore, the coordinator should encourage cooperation and flexibility on the part of women students regarding their cooperative assignments.

HANDLING "CO-OP" STUDENT COMPLAINTS

The coordinator should not consider a "co-op" student's complaint as a nuisance but as an opportunity to correct a cause of dissatisfaction.

Objectives

1. Remedy situation so that it does not happen again.
2. Establish an "open door" policy.
3. Create harmonious coordinator-student rapport.
4. Gain confidence of student.
5. Opportunity to size up students.
6. Prevent student morale from being undermined by unsettled complaints or grievances.
7. Find out information that coordinator does not already know.

Recognizing a Student with a Complaint

1. Loss of interest in "co-op" job.
2. Sullenness or surliness.
3. Lack of cooperation.
4. Evasiveness.
5. Request for job transfer.
6. Tardiness and absenteeism on his "co-op" job.
7. Cynical or antagonistic attitude toward his "co-op" assignment.
8. Non-observance of "co-op" rules and regulations.
9. Taking advantage of privileges.
10. Just enough work to get by in school and/or his "co-op" job.

Types of Complaints from "Co-ops" and Causes

Types	Causes
"Co-op" Salary	No chance for raises Less than the going rate Unfair differentials Rate of progress too slow
Job Assignment	Not challenging Below capabilities Poorly informed No chance for advancement Frequent reassignment

Job Assignment (Con't.)	Does not see his role
	Uncertainty of job
	No bearing on career objective
	Does not correlate with interests and abilities
Employer Supervision	Over-supervision
	Failure to teach
	Failure to communicate
	Favoritism
	Failure to recognize
	Criticism in front of others
	Insufficient supervision
	Boss too demanding
	Boss unaware of student's work
	Unfair evaluation reporting by employer
Working Conditions	Poor physical facilities
	Too much noise
	Distance to travel
	Poor working hours
	Poor housekeeping
	Poor lighting
	Poor ventilation
	Inadequate safety precautions
	Inadequate parking facilities
Personal Problems	Lack of interest in school work
	Unhappy home environment
	Parental domination
	Lack of finances
	Health problems
	Physical handicap
	Personality problems
	Dating problems

Basic Procedure in Handling Complaints

1. Stay Calm! Cool! and Collected!

2. Listen - Do not do all the talking!

   (a) Let student get his story out.
   (b) Let him get rid of his heavy ammunition.
   (c) Listen to what he is saying as well as what he is not saying.
   (d) Note changes in student's attitude.

3. Question - To gain information - to give information. Inquire, Do Not Probe!
   - (a) What motivated student to act the way he did?
   - (b) If I had been in his place, how would I have acted?
   - (c) Did student act on impulse or carefully weigh his actions?
   - (d) Is his action a reflection of mistakes on my part?
4. Timing Your Decision
   - (a) Too quick a decision even though favorable may indicate you knew all along things were wrong.
   - (b) Too quick a decision even though a favorable decision may indicate you gave it grudgingly.
   - (c) Delayed action indicates disinterest and may cause irrevocable harm.
5. Make A Decision
   - (a) Analyze and define the problem:
     1. What kind of problem is it?
     2. What is the critical factor?
     3. What are the real motives involved?
     4. What are the expectations in solving it?
     5. What other sources must be considered?
   - (b) Develop alternative solutions:
     1. Does solution conform to "co-op" rules and regulations?
     2. What effect on others--on future?
     3. Could you give same answer to others?
6. Take Action
   - (a) Develop a definite action-plan
   - (b) Discuss decision with student
     1. Give student the facts from all sources.
     2. Inform him about any action taken.
     3. Explain reasons for the decision.
     4. Elicit student's understanding and cooperation.
     5. Explain channel of appeals if student dissatisfied with decision.
7. Follow-Up
   - (a) Notify all concerned
   - (b) Record for future reference

In summary, the coordinator cannot deal with all the student's problems; nor can he go forward on all fronts at the same time. The coordinator, in his role as a placement counselor, will not know all the answers, but in his search for them the utmost will be required of him, both in his personal as well as his professional capacity.

CHAPTER IX

TRAINING AND PROFESSIONAL DEVELOPMENT

NEED FOR TRAINING

Prior to the mid-1960's, there was no formal indoctrination or training for new coordinators into the complicated, strange, busy, and challenging environment of cooperative education. In fact, most coordinators learned the techniques of coordination by means of trial and error, by observing the success and failure of other practitioners in the field, and by direct advice and coaching by superiors.

Today, the hiring and training of coordinators is one of the most important functions of manpower management in cooperative education. If the goals of a cooperative institution are to be attained, coordinators must acquire the knowledge, skills, and attitudes required to perform their jobs proficiently. Coordinator training is the means for attaining this end, which extends to all levels and to both new and experienced alike.

With the current expansion of the cooperative education movement and the accompanying need for new coordinators, there is a definite need to share the wealth of collective knowledge about cooperative education. There is no longer any room for complacency or provincialism. This means that more emphasis must be placed on more standardized procedures and practices pursuant to the training and professional development of coordinators.

TYPE OF TRAINING

Workshops for Coordinators

Through the pioneering efforts of the Center for Cooperative Education at Northeastern University, representatives from 17 cooperative institutions throughout the country attended a three-day Workshop, the first of its kind, on "The Role of the Coordinator in Cooperative Education" on October 3-6, 1966 at the Henderson House, Northeastern University's Conference Center in Weston, Massachusetts.

Since that time, the Center for Cooperative Education has conducted many more formal, short-term training Workshops for both new and experienced cooperative education personnel from more than 100 post-secondary institutions and cooperative employers throughout the United States and Canada.

Purpose - These Workshops, which feature a group dynamics, live-in type experience, are designed to meet the needs of both new and experienced coordinators who want to increase their knowledge and to gain a better understanding and appreciation of the multifaceted role of the coordinator.

Objectives - To emphasize the importance of the role of the coordinator, the specific objectives of these Workshops are as follows:

1. To promote acceptance and understanding of cooperative education.
2. To provide new or improved skills and know-how in the techniques of coordination and program administration.
3. To improve coordinator-student, coordinator-employer, and coordinator-faculty relationships pursuant to the dynamics of coordination.
4. To provide an orientation into the complicated, strange, busy, and challenging environment of cooperative education.
5. To promote better human relations skills, constructive individual thinking, and participation.
6. To further the professional education and development of coordinators.
7. To provide for effective cooperation and exchange of information and ideas between cooperative institutions as well as cooperative employers.

Format - These formal short-term (3-4 days) training Workshops are specifically organized and intensive to meet the most effective, immediate, job-related learning needs of each participant in the minimum amount of time, for the minimum cost.

Content - The choice of subject matter is structured in accordance with the nature and experience level of the group participating in each Workshop. Workshop guides, training devices, and study materials are all carefully planned and written. Program topics are specific and arranged so that each contribute a significant part to the overall desired results. The content is designed to pinpoint essential knowledge and skills and to produce immediate results within specific job areas, within individual participants.

Following are some of the major topic areas: "The Role of Top Management in Cooperative Education;" "The Dynamics of Coordination;" "Techniques of Job Promotion;" "Meaning of Cooperative Education;" "Basic Tools Used in Coordination." "Preparation for Placement." "The Placement Process;" "Supervision of Employment;" "Special Placement Problems;" "Special Administrative Problems;" "Changing Role of the Coordinator;" "Professional Ethics and Practices;" and "The Expanding Role of Cooperative Education."

Methods - For just as there are many methods that may be employed in plant operation or office administration, there are also different methods that may be used in the training and professional development of coordinators. Therefore, a combination of techniques are used in these Workshops with the primary emphasis on the conference method because of the particular program objectives and nature of the subject matter.

As an educational procedure in these Workshops, the conference method provides the most effective opportunity for the participants to pool their ideas and opinions, examine and share facts and data, and draw their own conclusions, all of which contribute to the improvement of job performance.

Oftentimes, buzzing is used as a group dynamic technique in these Workshops to tap the thinking of smaller special interest-groups within the main group for specific instructional purposes relative to possible solutions to common problems. In addition, special speakers, discussion leaders, and panelists are also used for informational and instructional purposes as well as for "setting the stage" for future group discussions.

Selection - These Workshops are designed to meet the needs of both new and experienced cooperative education personnel alike. The October and May Workshops are primarily reserved for new coordinators from both developing and established cooperative institutions. The November Workshop is reserved for experienced coordinators and program directors as well as cooperative employers. The March Workshop is primarily designed for new and experienced cooperative education employers.

Although participation in these Workshops is strictly voluntary, every effort is made to select a truly representative group of cooperative education personnel in terms of race, creed, color, ethnic background, and diversification of experience levels. Because of the residential feature of these Workshops and to insure optimum group participation, enrollment is limited to a maximum of 18 participants.

Facilities - These Workshops are conducted at the Henderson House, Northeastern University's Conference Center in Weston, Massachusetts which is located approximately 15 miles due west from the University's main campus in Boston. In the quiet and beauty of a pastoral setting, this luxurious stone mansion with its several large rooms, excellent dining facilities and sleeping accommodations provide participants with an unusually attractive as well as functional atmosphere for thoughtful study, group discussions, and camaraderie.

Financing - Part of the financing of the Workshops conducted between 1966 and 1968 was subsidized by a three-year grant given to Northeastern University in 1965 by the Ford Foundation's Fund for the Advancement of Education to establish a Center for Cooperative Education for the specific purpose of offering a consulting service to educational institutions and other organizations interested in exploring, developing, expanding, or improving cooperative education programs.

A tribute to the success of these Workshops is evidenced by the fact that the expiration of the Ford grant in 1968 failed to lessen the interest and support of these Workshops by the cooperative education community. At present, Workshop participants are required to pay a modest Registration Fee to cover the costs of living accommodations, meals, social hours, and coffee breaks at the Henderson House. It should be pointed out that this Registration Fee is low when compared with per diem travel costs today as well as what it would cost to install a similar training program in-plant, especially when all the costs of training are considered.

Future - The optimum goal in coordinator development might well be stated: Every coordinator properly placed, sufficiently trained, and effectively supervised. In recognition of this important objective, the Center for Cooperative Education will continue to conduct formal, short-term, intensive training Workshops for both new and experienced cooperative education personnel alike. In addition, the Center will also continue to provide a professional consultation service and direct research in the field of cooperative education for publication and dissemination to coordinators, program administrators, and employers as well as the overall academic community.

SOURCES OF TRAINING

Four years after the inception of the Center for Cooperative Education at Northeastern University in 1965, three Regional Centers for Cooperative Education were established to provide consulting services and training programs for post-secondary institutions primarily from their own geographic areas interested in planning, implementing, or expanding cooperative education programs. These Regional Centers are: The Southeastern Center for Cooperative Education at the University of South Florida, Tampa, Florida; the Mid-Atlantic Center for Cooperative Education at Virginia Polytechnic Institute, Blacksburg, Virginia; and the Mid-West Center for Cooperative Education at the University of Detroit, Detroit, Michigan.

In 1969-1970, during the time of this writing, several cooperative institutions conducted federally-funded Summer Institutes or other formal, long-term training programs for new and experienced cooperative education personnel.

SETTING THE STAGE

All the "training" in the world will not make a person a better coordinator - unless he is receptive, open-minded and really wants to change his thinking and his work habits.

Successful training means "change." It must cause people to THINK differently, FEEL differently, and ACT differently!

The personal benefit each coordinator derives from training Workshops or other training programs will depend upon his willingness to persist in acquiring the best work habits.

> Nothing in the world can take the place of persistence.
>
> Talent will not; nothing is more common than unsuccessful men with talent.
>
> Genius will not; unrewarded genius is almost a proverb.
>
> Education will not; the world is full of educated derelicts.
>
> Persistence and determination are omnipotent.
>
> -From the Arabic-

APPENDICES

PAGE

APPENDIX A TYPES OF CALENDAR DESIGN 92-93

APPENDIX B RECORD AND REPORT FORMS 94-117

Student Records

Application Interview Form 94-95
Employer's Evaluation Form 96-97

Coordinator's Records

Company Information Sheet 98-99
Student Division List 100-101

Departmental Records and Reports

Cooperative Employment Agreement Forms 102-103
Temporary Employment Petition Form 104
Petition for Participation in Experiential Program 105
Student's Interview Appointment Card 106
Student's Card of Introduction to Company 107
Coordinator's Weekly Report 108
Coordinator's Weekly Firm Visit Report 109
Coordinator's Weekly Schedule 110
Coordinator's Monthly Expense Account Report 111
Travel Expense Voucher for Special Trips 112-113
Student Description of Cooperative Assignments 114-115
General Petition Form 116

Five-year Quarter System Program
Leading to Bachelor's Degree
132 weeks of academic work
91 weeks of co-op experience

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep

First Year		Quarter 1	Quarter 2	Quarter 3	Summer Vacation
Second Year	A	Quarter 4	Co-op	Quarter 5	Co-op
	B	Co-op	Quarter 4	Co-op	Quarter 5
Third Year	A	Co-op	Quarter 6	Co-op	Quarter 7
	B	Quarter 6	Co-op	Quarter 7	Co-op
Fourth Year	A	Quarter 8	Co-op	Quarter 9	Co-op
	B	Co-op	Quarter 8	Co-op	Quarter 9
Fifth Year	A	Co-op	Quarter 10	Quarter 11	
	B	Quarter 10	Co-op	Quarter 11	

Five-year Semester System Program
Leading to Bachelor's Degree
128 weeks of academic work
85 weeks of co-op experience

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep

First Year		Semester 1	Semester 2	Summer Vacation
Second Year	A	Semester 3	Co-op	Semester 4
	B	Co-op	Semester 3	Co-op
Third Year	A	Co-op	Semester 5	Co-op
	B	Semester 4	Co-op	Semester 5
Fourth Year	A	Semester 6	Co-op	Semester 7
	B	Co-op	Semester 6	Co-op
Fifth Year	A	Co-op	Semester 8	
	B	Semester 7	Semester 8	

Threo-year Quarter System Program
Leading to Associate's Degree
84 weeks of academic work
39 weeks of co-op experience

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

First Year		Quarter 1	Quarter 2	Quarter 3	Summer Vacation
Second Year	A	Quarter 4	Co-op	Quarter 5	Co-op
	B	Co-op	Quarter 4	Co-op	Quarter 5
Third Year	A	Co-op	Quarter 6	Quarter 7	
	B	Quarter 6	Co-op	Quarter 7	

Three-year Semester System Program
Leading to Associate's Degree
80 weeks of academic work
34 weeks of co-op experience

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

First Year		Semester 1	Semester 2	Summer Vacation
Second Year	A	Semester 3	Co-op	Semester 4
	B	Co-op	Semester 3	Co-op
Third Year	A	Co-op	Semester 5	
	B	Semester 4	Semester 5	

NORTHEASTERN UNIVERSITY

INTERVIEW FORM

Date

Print Last Name

Class College Major

Section No.

Name

First Middle Last

College (Street) Tel.

Address (City) (State) (Zip)

Permanent (Street) Tel.

Address (City) (State) (Zip)

Date of Birth Height Weight

Marital Status Children? U. S. Citizen?

Any serious illness or physical limitation?

H. S. attended Date of graduation

H. S. activities

No. of Brothers, older younger Sisters, older younger

Name of Father or Guardian

Father or Guardian employed by Occupation

Can you type? Words per min. Shorthand? Words per min.

Do you have use of car for Co-op? Driver's license? What state?

What are your hobbies and interests?

What studies interested you most in H. S.?

What studies interest you most this year?

Have you been in any Military Service? Branch Member of N.U.-R.O.T.C.?

Member of any reserve? Branch Active or inactive

Other colleges, etc., attended

WORK EXPERIENCE (List last job first. Include military assignments)

Name of Company	Duties You Performed	Wages	From	To

What spare-time work are you doing this year?

What are your plans for this summer? Hrs. per week

If summer address is different from permanent address, please indicate

Tel.

Which division do you prefer? Why?

Why did you decide to attend N. U.?

Why did you choose your present major?

With present knowledge is this a reasonably firm choice or is it subject to change?

What type of work would you like to do on Co-op, and why?

Would you consider Co-op placement outside of your home area? Where?

What companies would you like to work for on Co-op?

C-5 12M11/66

INTERVIEW REPORT: Date____________________ Interviewer________________________________

Circle Appropriate Characteristics

APPEARANCE

Attractive
Well Groomed
Neat
Ordinary
Careless

PERSONALITY

Dominant
Strong
Reserved
Passive
Negative

Quiet
Talkative
Ordinary
Colorless
Offensive

POISE

Overbearing
Confident
Balanced
Commonplace
Awkward

MATURITY

Very Mature
Average
Immature

PECULIARITIES

Speech
Manner
Movement
Other (state)

"PLACEABILITY"

Excellent
Good
Average
Marginal
Poor

COMMENTS____

____

____

____

____

____

SUGGESTIONS FOR CO-OP PLACEMENT____

____

____

____

CO-OP WORK REPORTS

Class	Date Due	Date Rec'd	Grade	Title
Sophomore				
Middler				
Junior				
Senior				
Other				

JRTHEASTERN UNIVERSITY

DEPARTMENT OF CO-OPERATIVE EDUCATION

BOSTON, MASSACHUSETTS

STUDENT REPORT

TO BE FILLED OUT BY STUDENT

INSTRUCTIONS: The student should complete this portion of the report form and leave with the employer for his evaluation. The employer should mail this form to the University in the accompanying Self addressed envelope.

Date ____________

Name ____________________
(Last) (First) (Middle)

College ________ **Major** ________ **Year** ______ **Division** ______

Employing Firm ____________________

Department ____________ **Job Title** ____________

Supervisor's Name ____________ **Title** ____________

Attendance: **Times Late** **Reason** ________
Times Absent **Reason** ________

Gross Pay: **Hour** **Gross Pay** ________
Week **Full Period** ________

Brief Job Description: ____________________

Comments: ____________________

EMPLOYER'S EVALUATION

TO BE FILLED OUT BY EMPLOYER

The employer will please express his candid opinion of this student as a worker in his employ. Criticisms, and comments are earnestly solicited. This information will be utilized by the coordinator for the guidance of the student.

RELATIONS WITH OTHERS

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

ATTITUDE – APPLICATION TO WORK

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

JUDGMENT

- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses bad judgment

DEPENDABILITY

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

ABILITY TO LEARN

- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

QUALITY OF WORK

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

ATTENDANCE: Reg. ☐ Irreg. ☐

PUNCTUALITY Reg. ☐ Irreg. ☐

OVERALL RATING: Excellent ☐ Very Good ☐ Average ☐ Marginal ☐ Poor ☐

COMMENTS (over if necessary) ____________________

(Signed) ____________________
(Company Representative)

This report has been discussed with the student Yes ☐ No ☐

ADDITIONAL SUPERVISOR'S REMARKS:

COORDINATORS REMARKS:

DIVISION A	Year	Major	In	Out	Q.P.A.	REMARKS	DIVISION B	Year	Major	In	Out	Q.P.A.

EMPLOYERS	TITLE	EMPLOYERS	TITLE

JOB TITLE

JOB DESCRIPTION

JOB SPECIFICATIONS

HOURS A.M. to P.M. Saturday to

Shifts (If Any) P.M. to P.M.

ADDRESS

COMPANY

CO-OP SALARY RATES

FRESHMEN	
1st SOPHOMORE	
2nd SOPHOMORE	
1st MIDDLER	
2nd MIDDLER	
1st JUNIOR	
2nd JUNIOR	
1st SENIOR	
2nd SENIOR	

TEL.

COMPANY FACTS	COMPANY BENEFITS

DATE	COMPANY VISIT WRITE-UPS

NORTHEASTERN UNIVERSITY
Division of Co-operative Education

CLASS:

DIVISION:

CURRICULUM:

AJ	OJ	TW	NW	TE

Residence		Student's Name	Place of Employment		AJ	OJ	NW

LEGEND

AJ - ASSIGNED JOBS

OJ - OWN JOBS

TW - TOTAL WORKING

NW - NOT WORKING

TE - TOTAL ENROLLMENT

NORTHEASTERN UNIVERSITY

DEPARTMENT OF COOPERATIVE EDUCATION

Agreement

(SEE BELOW)

I, ______________________________ Course ____________
(Name of Student)

Employing Firm

Year ____________ Division ____________________ agree to work

with ____

on the regular cooperative plan in accordance with the regulations issued by the Department of Cooperative Education.

Rate of Pay

I agree to accept the wages of ________ per __________ , this amount to be increased as my ability and other conditions may warrant.

Conditions of Employment

I understand that I am to continue work on this job until released or transferred by the Department of Co-operative Education. I will not terminate nor arrange with my employer to be relieved of this job without the prior approval of the Department of Co-operative Education.

This agreement does not bind my employer to continue my services beyond the time when he has need for them, but is entered into with the expectation on his part and the understanding on mine that I will work on this job for at least two quarters from the date of initial employment before asking the Department of Co-operative Education to consider a change of employment.

Credit for Degree

I realize that my work on this job is part of the requirements for a degree. Credit will only be given in return for satisfactory service to the employer and full compliance with the requirements of the Department of Co-operative Education outlined in the Co-op Handbook.

Educational Certificate

In accordance with the laws of the Commonwealth of Massachusetts, I shall obtain the necessary working certificate before starting work on this job, if I am under 18 years of age.

Signature ______________________________ Age ______________
(Student)

Residence while at work ________________________ St. Tel. ______________

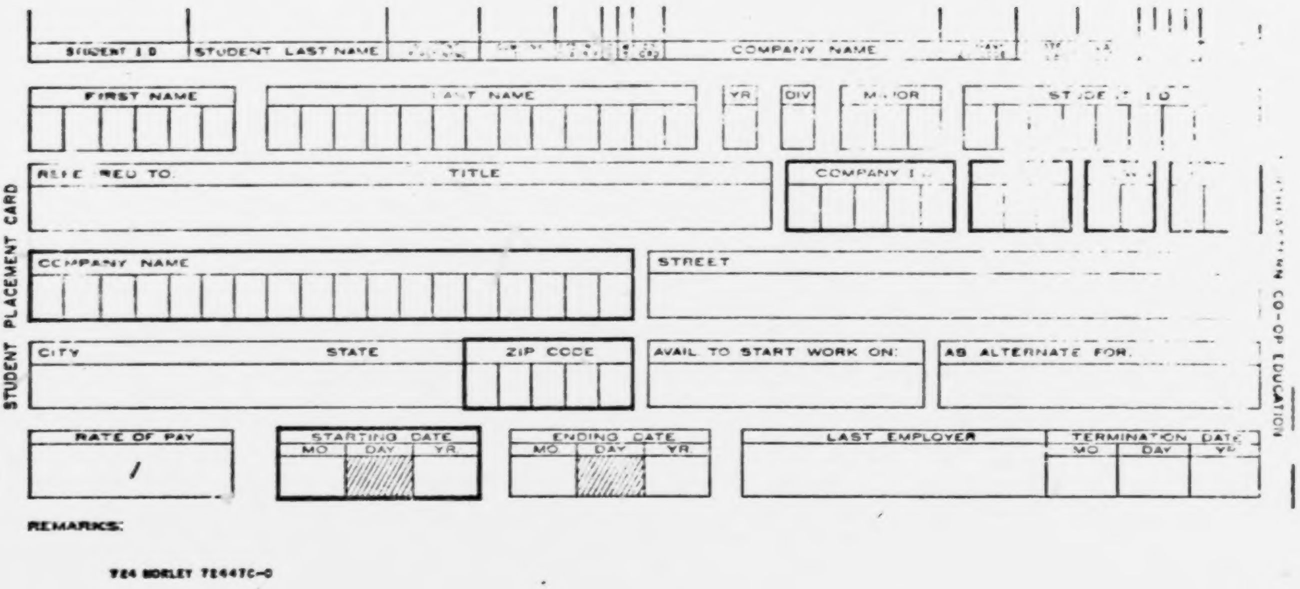
____________ (City) ____________ (State) Soc. Sec. No. ______________

Signature ______________________________ Date ______________
(Co-ordinator)

THIS AGREEMENT FORM NO LONGER IN USE--SEE PAGE 103 FOR NEW FORM

C-4
5M-10-54

STUDENT PLACEMENT CARD



STUDENT PLACEMENT CARD

STUDENT I D | STUDENT LAST NAME | COMPANY NAME

FIRST NAME | LAST NAME | YR | DIV | MAJOR | STUDENT I D

REFERRED TO | TITLE | COMPANY I

COMPANY NAME | STREET

CITY | STATE | ZIP CODE | AVAIL TO START WORK ON: | AS ALTERNATE FOR

RATE OF PAY /

STARTING DATE MO DAY YR | ENDING DATE MO DAY YR | LAST EMPLOYER | TERMINATION DATE MO DAY YR

CO-OP EDUCATION

REMARKS:

724 MORLEY 72447C-0

AGREEMENT

AGREEMENT

I, the undersigned, agree to work for the company named on the reverse side of this card as my regular co-operative assignment, in accordance with the regulations of the Department of Co-operative Education as outlined in the CO-OP HANDBOOK.

I also agree to accept the rate of pay stated, this amount to be increased as my ability and other conditions may warrant.

I understand that this agreement becomes effective upon my acceptance of the position offered.

Signature ______________________________ Date ____________________

Address ______________________________ Tel. ____________________

City ____________ State ______ Zip ______ Soc. Sec. # ______________

MORLEY 72446-0

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

TEMPORARY EMPLOYMENT PETITION FORM

Mr.
Mrs.
NAME Miss ____________________ DATE ____________
(First) (Middle) (Last)

ADDRESS ____________________
(Street) (City) (State) (Zip Code)

CLASS OF ________ DIVISION ________ COLLEGE ________ MAJOR ________

I, the undersigned, petition that the following job be approved as temporary cooperative employment for the work period ____________ to ____________
(Month) (Day) (Year) (Month) (Day) (Year)

NAME OF COMPANY ____________________

ADDRESS ____________________
(Street) (City) (State) (Zip Code)

NAME OF PERSON EMPLOYING ME ____________________
(Name) (Title)

JOB DUTIES ____________________

____

WORKING HOURS ____________ RATE OF PAY ________ Per ________

My reason for this request is ____________________

____

I (have) (have not) informed this employer that I am a Cooperative Student at Northeastern University and will be returning to school at the end of the period stated above.

I understand that my coordinator may contact this employer to verify my employment with him and that approval of the job stated on this petition, if granted, will terminate no later than the close of the work period stated above. I also understand that while on this job I am subject to all of the Cooperative Education requirements and regulations.

____
Signature of Student

OFFICE DATA

Date received ____________
Investigated by ____________
Recommendation ____________
Remarks (use back if necessary)

Action taken ____________
Petitioner notified in person ☐
by letter ☐

C-7 1M 5/70

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

PETITION FOR PARTICIPATION IN EXPERIENTIAL PROGRAM

Mr.
Mrs.
NAME Miss ____ DATE ____________
(First) (Middle) (Last)

ADDRESS ____
(Street) (City) (State) (Zip Code)

CLASS OF ____________ DIVISION ____________ COLLEGE ____________ MAJOR ____________

I, the undersigned, petition that I may participate in the EXPERIENTIAL PROGRAM for the period from ______________________ to ______________________

I plan to ____

____

____

____

My reason for this request is ____

____

____

____

____

____

____

(USE REVERSE SIDE IF NECESSARY)

I understand that if this petition is granted, approval of this proposal will terminate no later than the close of the period specified above. I understand that I will re a registered student at Northeastern University, subject to the University's rules and regulations, and that I am required to submit a written report of my activities on or before next registration day when I am scheduled back to the University.

Signature ______________________________

- -

Date Received: ______________________ Action Taken; ______________________
Investigated by: ______________________ Petitioner notified ______________________
Recommendation: ______________________

Comments:

C-44 D3/70

STUDENT'S INTERVIEW APPOINTMENT CARD

STUDENT'S NAME
COLLEGE RESIDENCE

STUDENT'S INTERVIEW APPOINTMENT CARD

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

Please report for interview as indicated below:

Coordinator : ______________________________

Admin. Asst. : ______________________________

Date : ______________________________

Time : ______________________________

Room : ______________________________

C-24

STUDENT'S CARD OF INTRODUCTION TO COMPANY

BOSTON
MAR 2 - '73
MASS
US POSTAGE
.05
PB METER 324720

NO POSTAGE STAMP NECESSARY
POSTAGE HAS BEEN PREPAID BY

NORTHEASTERN UNIVERSITY
Department of Co-operative Education
360 Huntington Avenue
Boston, Massachusetts 02115

STUDENT'S CARD OF INTRODUCTION TO COMPANY

NORTHEASTERN UNIVERSITY
DEPARTMENT OF COOPERATIVE EDUCATION

To:

Date

The bearer, Major: **Year:** **Division:**
is sent for an interview relative to Cooperative Work in accordance with your arrangement with the University. He is available to start work
as an alternate with

Coordinator

The employer will please check and sign below

Accepted ☐ Starting Date:

Not Accepted ☐ **Signature**

URGENT ! Please mail immediately.

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

COORDINATOR'S WEEKLY REPORT

____
(Name of Coordinator)

Week ending Saturday, ____________________________ Div. __________ at work

	M	T	W	TH	F	S	Totals
Conferences with Students							
Visits with Employers							

CURRICULUM:

	Number Working			Number Not Working		Total
	Coop Jobs	Temporary Jobs	Experiential Program	Available	Not Available	Cooperative Enrollment
Senior						
Junior						
Middler						
Sophomore						
Freshman						
Totals						

CURRICULUM:

	Number Working			Number Not Working		Total
	Coop Jobs	Temporary Jobs	Experiential Program	Available	Not Available	Cooperative Enrollment
Senior						
Junior						
Middler						
Sophomore						
Freshman						
Totals						

C-17R 3M 3/70

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

Co-ordinator's Weekly Firm Visit Report

CO-ORDINATOR________________________
Last First Initial

WEEK ENDING________________________

NAME OF COMPANY (Please Print)	*ADDRESS	PERSONNEL VISITED		DATE VISITED	CHECK ONE	
		Full Name	*Title		Co-op	Prospect

*Information needed only once -- please note any change.

-17A

DEPARTMENT OF CO-OPERATIVE EDUCATION

Co-ordinator's Schedule

of

CLASSES, INTERVIEWS AND VISITS PLANNED

For

Week beginning Monday ______________________

DAY	A. M.	P. M.
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		

____

Co-ordinator's Signature

CO-ORDINATOR'S EXPENSE ACCOUNT FOR THE MONTH OF

________________, 19________

Date	Miles	Amount	Parking	Carfare	Phone Calls	Meals	Departure, termination, and princip intermediate points
Totals							Signature

NORTHEASTERN UNIVERSITY
Division of Co-operative Education

Travel/Expense Voucher for Special Trips Only

Name____ Date__________ 19___

Summary of Expenditures (Detail A, B, etc. on Reverse Side)	Amount
A. FARES: R.R. Coach	
Pullman	
Bus	
Plane	
Car Rental	
B. AUTOMOBILE TRAVEL by Personally Owned Cars:	
C. MEALS: Breakfasts $ Lunches $ Dinners $	
D. HOTEL ROOM:	
E. MISCELLANEOUS:	
TOTAL EXPENSES	
AMOUNT ADVANCED (include charges)	
BALANCE DUE UNIVERSITY	
BALANCE DUE INDIVIDUAL	

C-26 2M11/67

Travel/Expense Voucher Detail: Transfer totals to Summary on reverse side.

FARES (Other than Taxi)

. Date	From	To	R R. Coach	Pullman	Bus	Plane	Car Rental

AUTOMOBILE TRAVEL BY PERSONALLY OWNED CARS

B. Date	Travel		Meter Reading		Miles	Remarks
	From	To	Start	End	Traveled	

Total Miles__________ @ 10¢__________ = $__________ to summary | | Total Miles

Date	C. MEALS			D. HOTEL ROOM	E. MISCELLANEOUS		Remarks
	Breakfast	Lunch	Dinner		Items	Amount	
Totals To Summary							

NOTICE: Receipts must be submitted in accordance with Travel/Expense Regulations.

NORTHEASTERN UNIVERSITY
Department of Cooperative Education

Student Description of Cooperative Assignments

The information requested below will be made available to the Northeastern community, to provide an additional source of information relating to Cooperative jobs. It will be most useful if your answers are frank, complete, and responsible.

Please Print Clearly or Circle appropriate responses neatly. Date__________

Name__________ College & Major__________ Yr____ Div_____

Company__________ Location__________

Employer's Activity__________

Your department or work area__________

Job Title__________

Wage rate: $______ Week or $______ Month. Any overtime? Yes No

What is the normal work week? ______ Hours.

What are the major fringe benefits?__________

Number of Co-op quarters with this company 1 2 3 4 5 6 7 8

1. Describe in some detail your Co-op assignment (s) with this firm.__________

2. In what way was this job related to your major?__________

(over)

3. In what way was this position meaningful to your personal development?__________

4. In what way was this position meaningful to your professional development?__________

5. What do you consider the best features of this job?__________

6. What do you consider the worst features of this job?__________

7. To what extent did your supervisor(s) affect your evaluation of this assignment?__________

8. Were there any special qualifications or requirements for this job? (i.e., citizenship, security clearance, transportation, physical, etc.)

9. What is the likelihood that, if offered, you would accept a permanent position with this employer?

Not Likely   Uncertain   Likely   Very Likely

Explain (if necessary)__________

10. Does this organization offer potential for after graduation employment?__________

11. What training was available?

formal training program
on-the-job training
orientation

apprenticeship
other (explain)__________

Remarks: (if any)

NORTHEASTERN UNIVERSITY
GENERAL PETITION FORM

Print Name____________________________

Class of____________Div______Major__________

Today's Date____________________________

If Freshman, give section number________________

I, the undersigned, petition that____________________________

My reason for this is____________________________

SIGNED____________________ADDRESS:________________________
No. Street City State

BEFORE THIS PETITION IS ACTED UPON, YOU ARE TO SEE ONLY AS CHECKED

__________	Your Advisor	Signed________________
__________	Dept. of Co-op Educ., 253RI	Signed________________
__________	Bursar's Office, 245 RI	Signed________________
__________	Dean of Students, 152EC	Signed________________

(For Office Use Only)

Office of Origin________________	Registrar's Record:
Final Action________________	To:
By________________	________________Statistical
Date________________	________________Weekly Report
Student Notified________________	________________Schedule Card
Material Attached________________	________________Recorder

NOTE: ALL PETITIONS MUST END UP IN REGISTRAR'S OFFICE, 120 HA

SELECTED READINGS IN COOPERATIVE EDUCATION

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